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**CHARTER SCHOOL PERFORMANCE STUDY:**

**KANSAS CITY CHARTER SCHOOLS**

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**Prepared for:**

**Missouri Department of Elementary and Secondary Education  
205 Jefferson Street  
Jefferson City, Missouri 65101**

**July 2001**

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## **INTRODUCTION**

During the 1998 Missouri Legislative session, the passage of Senate Bill 781 authorized the establishment of charter schools within the boundaries of Kansas City and St. Louis school districts. This bill contained a requirement for a State evaluation of the charter schools:

Section 160.410 RSMo requires the Missouri Department of Elementary and Secondary Education to commission a study of the performance of charter students at each charter school in comparison with a comparable group of students, as well as study the impact of charter schools on the district in which they are located.

The Missouri Department of Elementary and Secondary Education released a Request for Proposal in a competitive procurement process. A six-month contract for the Charter School Performance Study was awarded to Research & Training Associates, Inc., Overland Park, Kansas, with a subcontract to V. Robinson & Company, Inc., Kansas City, Missouri.

The legislation and RFP specified that the evaluation provide the following information:

1. The performance of charter students at each charter school in comparison with a comparable group of students;
2. Information that would allow parents and educators to make a valid comparison of academic performance between charter school students and a group of students comparable to those enrolled in charter schools;
3. Changes in district policy and procedures attributable to the charter schools; and
4. Perceived changes in attitudes and expectations on the part of district personnel, school board members, parents, students, the business community, and other education stakeholders.

The results of the six-month evaluation efforts are presented in this report. The sections of the report include the research design; a description of charter schools from a historical and national perspective; an overview and brief description of the Kansas City charter schools; a description of implementation challenges from the perspective of charter school administrators and charter school board members; attitudes about and expectations for charter schools from the perspective of the Kansas City Missouri School District (KCMSD), the KCMSD school board members, and business and community members; baseline student achievement, and conclusion and recommendations.

## RESEARCH DESIGN

Similar to most evaluations of educational reform efforts, the Charter School Performance Study is non-experimental in design. Key elements required for the conduct of an experimentally designed study are (1) random assignment of students and teachers and (2) a clearly defined “treatment” variable that is provided to the experimental group and withheld from the control group. Neither of these experimental conditions is present for the Charter School Performance Study. Lacking random assignment of subjects, issues of self-selection are methodologically addressed in non-experimental design through (1) attempts to identify a comparison group by matching on important variables or (2) obtaining measures of the theoretically important variables on which groups are thought to differ and adjusting for initial differences through statistical and/or modeling techniques.

The more difficult issue to resolve in the design of an evaluation of charter schools is the issue of the elusive independent variable. Aside from theoretical discussions of the expected impact of charter schools in creating a competitive market in education that forces public schools to improve or close, little consensus exists about the precise ways in which charter schools differ from public schools—and how those differences translate into improved student achievement. Since charter boards are free to select which aspects of schooling they believe are effective, charter schools vary widely in the design of their “treatment” and may have little in common other than their designation as charter schools.

The Charter School Performance Study was designed to meet characteristics of a high-quality non-experimental study. Among these characteristics are the following:

1. The study should be conducted at the most meaningful level of analysis. In this case, the individual student level is the most appropriate level at which notions of “like” students should be compared.
2. The study should measure and analytically adjust for initial differences among students. To do so requires measures of gender, race/ethnicity, eligibility for free or reduced price lunch (i.e., poverty), and existence of an Individual Education Plan (i.e., participation in Special Education Services) for each student. Prior measures of achievement (e.g., Normal Curve Equivalent scores from a nationally standardized test) or indicators of English as a Second Language can additionally improve study quality.
3. In addition to obtaining individual student background and achievement measures, schools can be “matched” on important variables in an attempt to create “like” schools and fair comparisons. Matching is difficult to do at the school level because of the many ways in which student populations and instruction may differ.
4. Analytic techniques used should be the most robust possible. Comparisons must expand beyond the use of “statistical significance” to validate differences and include measures of “meaningfulness”. Results that are statistically significant are not always meaningful in a practical sense.



5. Major sources of misunderstanding about test score metrics must be explicitly addressed in this study. Technically sound metrics must be used in high stakes analyses that estimate the effects of charter schools on student achievement. Additional metrics should be used that can be readily understood by a variety of readers.
6. Longitudinal data should be collected that allows for same student analysis over time.

The contractors worked out the details for the general plan of study submitted in the proposal under guidance from the Missouri Department of Elementary and Secondary Education and with input gathered during a series of meetings and telephone conversations with charter school sponsors and the principals of the 15 charter schools in the study.

The study design is based on the questions of interest to the Missouri State Legislature and the Missouri Department of Elementary and Secondary Education, as outlined in the request for proposal. In general, the study design has two major components: examination of demographic and test data for students attending charter schools and students attending comparable KCMSD schools and examination of perceptions of stakeholders in the implementation of charter schools.

## **DATA COLLECTION AND MANAGEMENT**

To create a longitudinal database for the evaluation of charter schools over time, an assessment of what student-level data are available at each charter school and the sources of the data was conducted. Charter school administrators responded to a survey developed towards this end. Results of the survey indicated that many charter schools lack adequate student data collection and management capability for evaluation purposes and need assistance in this area.

In addition to the questions specified by the legislation and the Missouri Department of Elementary and Secondary Education, items used in instruments developed for the national evaluation of charter schools were examined. Using information from these sources, a matrix of questions and respondents was created to help guide the development of interview and survey instruments (see Exhibit 1). The instrument development process included reviews by charter school sponsors and charter school principals. Interview forms and interview protocols were developed for the principals of the charter schools, a member of each charter school's board, selected community members, the KCMSD superintendent, and members of the KCMSD school board (see Appendix A for survey and interview forms).

Other sources of data included each charter school's application, which provided information on the school's vision and goals. The Stanford 9 Achievement Battery (SAT9) student-level test data were obtained from the Assessment Resource Center at the University of Missouri-Columbia. Missouri Assessment Program (MAP) data were obtained at the student level from the Missouri Department of Elementary and Secondary Education. For school and student comparisons, the contractor attempted to obtain student-level characteristics, including gender,

prior achievement, ethnicity/race, and poverty. The contractor was not able to obtain all the intended student-level data within the first six-month period of time.

Data collection methods included the following:

- 1) School visit. Each school was visited between March and May 2001. The purposes of the visits were (1) to identify data that is available in computerized format and develop a preliminary plan for data management over time, (2) to conduct interviews with the principal and/or administrator, and (3) to conduct a walk-through of the building and classrooms.
- 2) Parent survey. Approximately 600 parents at 5 of the 15 charter schools completed a parent survey, the results of which are included in this study. School personnel distributed the surveys. The schools included three elementary schools, one middle school, and one alternative middle school. Most charter schools are not included in the data because some of the charter schools had surveyed their parents prior to the state evaluation efforts and some schools and their boards were in the process of developing their own survey instrument to obtain parent feedback.
- 3) Interviews. Members of various groups were interviewed during May and June to obtain their perspectives about Kansas City charter schools. Interviewees included the following: the KCMSD superintendent; three members of the KCMSD school board; one board member for each of the 15 charter schools; and 11 community members representing political office, business, the ministry, and residents. Among these were the mayor and former mayor of Kansas City, the president of the Urban League of Greater Kansas City, an attorney, business owners, an executive of the Learning Exchange, and an executive of Junior Achievement of Middle America.

### Exhibit 1. Matrix of Questions and Respondents

Questions	Charter School Parent	Charter School Principal	Charter School Board Member	KCMSD Superintendent or Other Administrator	KCMSD School Board Member	Community Member
Reasons for starting this school		X	X			
Reasons chose this school	X					
Quality of charter school	X					
Parent involvement with charter school	X					
Parent's involvement with child's education	X					
School's support for child	X					
Charter school student's achievement	X					
Degree of difficulty with implementation problems		X	X			
Overall adequacy of general information, student data information, and professional development provided by (1) MDESE, (2) KCMSD, (3) school's sponsor (4) school's operator		X				
Overall adequacy of funding		X				
Overall adequacy of volunteered time and resources by (1) parents in the school, (2) community foundations, (3) business partners, (4) school's sponsor		X				
Changes to educational plan, business plan, and plan of operation		X				
Recruitment of students		X				
Recruitment of teachers		X				
School's greatest strengths		X				
Lessons learned		X				
Charter School Board's role in the school			X			
Expectations about effectiveness of charter schools			X			

Questions	Charter School Parent	Charter School Principal	Charter School Board Member	KCMSD Superintendent or Other Administrator	KCMSD School Board Member	Community Member
Criteria community should use to determine whether regular public or public charter schools are doing a good job			X	X	X	X
Should there be more charter schools			X	X	X	X
Overall perception of performance of KCMSD			X	X	X	X
Overall perception of performance of charter school(s)			X	X	X	X
Role in development/implementation of charter schools			X	X	X	
Charter school impact on how operate/role				X	X	
Charter school financial impact on KCMSD				X	X	
Charter school impact on (1) students, (2) parents, (3) administrators, (4) teachers, (5) other staff members				X	X	
Charter school impact on KCMSD curriculum				X	X	
Belief that public education is improved by charter school implementation				X	X	
Change in KCMSD student population				X		
Charter school impact of KCMSD student enrollment				X		
KCMSD program to encourage return of students				X		
Number transferring back from charter schools				X		
Relationship/interest in KCMSD						X
Charter school impact on KCMSD						X
Improved public education as a result of charter schools						X
Support for regular public school						X
Support for charter school						X
Vision for public education						X
Charter schools' relationship to vision						X

## CHARTER SCHOOLS IN HISTORICAL AND NATIONAL PERSPECTIVE

Ray Budde, a professor of school administration, first introduced the concept of charter schools in the United States in the late 1980s.<sup>1</sup> Charter school legislation was first adopted in Minnesota in 1991, and now exists in 36 states and the District of Columbia.<sup>2</sup> Charter schools have grown from one school in one state in 1992<sup>3</sup> to a total of 1,605 charter school sites as of September 1999.<sup>4</sup> Support and technical assistance organizations for these schools exist in 23 states.<sup>5</sup>

Charter schools are non-sectarian public schools, and are usually run under charters obtained from state or other agencies, rather than by their local districts; they are required to operate in accordance with health, safety, and civil rights laws, at no financial cost to the students.<sup>6</sup> They are created by parents, teachers, and/or concerned others,<sup>7</sup> including business leaders, non-profit organizations and, in some states, for-profit businesses.<sup>8</sup>

More than half of all charter schools nationally are “start-ups,” or newly created schools; the remainder are existing public schools or private schools that have converted to charter status.<sup>9</sup> Some charters utilize only portions of a school and its facilities, known as a school-within-a-school;<sup>10</sup> others occupy buildings formerly used as motels, warehouses, storefronts,<sup>11</sup> or other makeshift facilities.<sup>12</sup>

Some of the qualities that have been found to attract parents and students to charter schools are smaller size,<sup>13</sup> usually 200 students or fewer;<sup>14</sup> autonomy;<sup>15</sup> a supportive and highly structured environment,<sup>16</sup> including personalized and challenging instruction;<sup>17</sup> educational vision;<sup>18</sup> higher standards;<sup>19</sup> safety;<sup>20</sup> and location.<sup>21</sup>

Societal and political controversy surrounding charter school legislation has been pervasive<sup>22</sup>. As a “market-based approach to the delivery of education,”<sup>23</sup> some view the charter school “as tantamount to the destruction of public education, others as the chief opportunity for renewal of public education.”<sup>24</sup> Proponents of charter schools hold expectations that all parties involved in charter schools will benefit from joint responsibility,<sup>25</sup> as well as the opportunity to involve entire communities in these redesigned schools.<sup>26</sup> Proponents also claim that charter schools create healthy competition for the purpose of stimulating improvement within the public school system.<sup>27</sup>

The ideological lines between proponents and opponents of charter schools are not clearly drawn,<sup>28</sup> and support for charter schools has emerged from both the left and the right of the ideological continuum.<sup>29</sup> Some supporters view charter schools as a move toward the voucher system.<sup>30</sup> Others suggest that charters might fill a void and ensure equity for parents who are disillusioned by their public school system, yet cannot afford to send their children to private schools.<sup>31</sup> Still others are concerned that charter schools “might siphon off badly needed funds for regular schools.”<sup>32</sup> The original charter school advocates do not believe in unlimited school choice and oppose vouchers; at the same time, some voucher advocates promote charter schools.<sup>33</sup> Even among charter school supporters, many indicate that educational funding levels and the need to ensure the availability of schools at all grade levels limit the number of charter schools that can be established within a district.

Underlying the strong arguments on both sides of the issue are varying ideologies about what charter schools are and what they should be accomplishing.<sup>34</sup> There is no one, particular design for all charter schools.<sup>35</sup> Some charters completely design or redesign the entire school, while others focus on one or more of the following aspects: curriculum, instruction, and assessment; organization (size); leadership and governance; staffing; parent and community involvement; scheduling; use of technology; and financing.<sup>36</sup> Some are linked to comprehensive school design organizations<sup>37</sup> (e.g., Success for All, Basic Schools, Coalition of Essential Schools, and Hirsch's Core Knowledge). Some charters offer a "back-to-basics" approach, which some now consider an innovative advancement due to its declining popularity in conventional schools.<sup>38</sup> Others focus on theme-based instruction (e.g., math and science, returned drop-outs, technology),<sup>39</sup> or are created, in part, to serve students from particular ethnic groups.<sup>40</sup> In addition, some charter schools group students in different grade configurations<sup>41</sup> or multi-age clusters.<sup>42</sup>

Major differences exist in the views of proponents and opponents of charter schools. Chief among these are financial considerations; autonomy and accountability; charter student population; and parent involvement, student achievement, and assessment.

## **FINANCIAL CONSIDERATIONS**

Both charter schools and the districts in which they operate experience large financial concerns. Start-up costs, including building leases and overhead charges, are unique to the charter school as a part of the public school system,<sup>43</sup> and many cite these costs as challenges to the implementation of charter schools.<sup>44</sup> Although some maintain that charters usually receive the same average per pupil expenditure as other area public schools,<sup>45</sup> others counter that some charters receive less funding.<sup>46</sup>

The fundamental financial problem for districts that experience the establishment of charter schools is similar to the issue of declining enrollment that inner city urban school districts and rural school districts have experienced for several decades. Unless charter schools draw students from the private sector into public schools, the decline in enrollment for urban districts is likely to continue. A large proportion of local district funds comes from state and federal government sources; generally, these funds are distributed according to student enrollment figures. For districts experiencing declining enrollments, many costs are fixed and per-pupil reimbursement policies are not sensitive to these fixed costs. A study of the impact of declining rural enrollments in the early 1980s found that it cost as much to educate 22 students as it did to educate 28.<sup>47</sup>

## **AUTONOMY AND ACCOUNTABILITY**

A primary difference between charter schools and other public schools is that more decision-making authority is vested in school personnel, giving educators a sense of ownership in the school.<sup>48</sup> At the same time, the responsibilities inherent in operating a charter, in addition to teaching duties, have resulted in increased workloads for these teachers.<sup>49</sup> Proponents maintain that extended autonomy fosters the likelihood of innovation in the classroom, as do unconventional teachers who may be attracted to charter schools.<sup>50</sup> One study reports that 78%

of California's charters are utilizing new instructional strategies;<sup>51</sup> however, another study of 17 California charter schools found that although charters grant teachers more autonomy in their methods of teaching, a majority of teachers have not changed the way they teach.<sup>52</sup>

Teacher qualifications may vary among charter and other public schools, with less stringent certification and licensure standards in some charters.<sup>53</sup> Charter schools are free to choose their own teachers; although many are certified, some come from private schools, home schools, or "outside the conventional teaching ranks altogether."<sup>54</sup> Some maintain that autonomy affords opportunities for greater teacher and student achievement.<sup>55</sup>

Charter schools enjoy greater independence within their districts in terms of regulation and control,<sup>56</sup> and are free to decide their own missions and goals,<sup>57</sup> hours of operation, and methods by which to best meet the needs of the students.<sup>58</sup> Accountability for results replaces accountability for rule compliance,<sup>59</sup> with an increased emphasis on assessment.<sup>60</sup> In a study of California charter schools, however, one researcher found that charters are no more accountable for student outcomes than area public schools.<sup>61</sup> Moreover, the degree of autonomy varies widely from school to school<sup>62</sup> and from state to state.<sup>63</sup>

Balancing autonomy and accountability is another significant factor to be weighed.<sup>64</sup> Concern exists regarding the possibility of burnout among educators, created by increased accountability and decreased professional assistance.<sup>65</sup> Central to this issue is the nature of the district-school relationship, with challenges of administration, support, and communication.<sup>66</sup> Often, a greater degree of autonomy inspires more incidents of conflict among the board, district, and non-charter schools.<sup>67</sup> Moreover, "charter-granting agencies across the United States have approached their oversight activities with varying levels of capacity and expertise."<sup>68</sup>

## **CHARTER STUDENT POPULATION**

A primary function of many charter schools is to serve at-risk students or other special populations.<sup>69</sup> Federal regulations mandate that all students be given the opportunity to attend charter schools, in accordance with civil rights statutes.<sup>70</sup> Although charter schools are not permitted to administer admissions tests,<sup>71</sup> some states (e.g., California) are allowed by law to formulate admissions criteria, thereby precluding a strict open enrollment policy.<sup>72</sup> In addition, although some states require charter school enrollment to mirror the demographics of the surrounding community, these laws are not necessarily enforced.<sup>73</sup> One research team suggests that those aspiring to open charter schools follow the leads of charters established in Colorado, Illinois, Massachusetts, Missouri, Ohio, and Wisconsin, which have enacted laws specifically targeting low-performing urban schools and at-risk children.<sup>74</sup> This raises the issue about whether specifically targeting minority and/or low-income children is the equivalent of segregation or a means by which equity in academic achievement may be attained.<sup>75</sup> Proponents point out that minority students benefit from the extra attention to their educational needs, and white students similarly benefit from a learning environment that reflects the diversity of the real world.<sup>76</sup> Others counter that students most at risk for academic failure are being placed in untested schools.<sup>77</sup>

Some opponents contend that charter schools are serving white and middle-class students at the expense of minority or disadvantaged students.<sup>78</sup> Others counter that, based on the number of charters enrolling students from ethnic minority groups, the opposite is true; charter schools enroll more students of color and more economically disadvantaged students than regular public schools.<sup>79</sup> One researcher, however, maintains that charter schools in more affluent neighborhoods are more likely to have access to resources than those in low-income communities.<sup>80</sup>

In the early years, opponents of charter schools envisioned that charter schools would attract largely non-minority, higher achieving students from the surrounding district. Anticipating this impact, many states subsequently enacted legislation that encourages a preference for “at-risk” students (e.g., Connecticut, Delaware, Illinois, Missouri, New York, North Carolina, Oklahoma, and Virginia). Data from the National Study of Charter Schools indicate that students entering charter schools mirror the demographic characteristics of their surrounding district (RPP International, 1999).

Although proponents insist that charter schools are open to all who wish to attend and “are being sought out...by families least well served by conventional schools,”<sup>81</sup> questions arise regarding the possibility of culturally-biased recruitment strategies.<sup>82</sup> Moreover, there are conflicting reports in the research literature regarding the proportions of students with disabilities, minority students, low-income students, and limited-English-proficient students being served by charter schools.<sup>83</sup> These reports conflict, in part, due to nonstandard comparisons; some are compared with statewide averages and others are compared within specific school districts. One author, a strong advocate for charter schools, nevertheless cautions that some charters neglect special education students, play favorites with admissions, breach the separation of church and state, and/or expel students who do not “fit in.”<sup>84</sup> Another researcher reports that some students in charter schools are segregated in vocational and other nonacademic programs, and cautions against creating “dual school systems;” she advises that “education leaders and policymakers negotiate between the promise of unique educational opportunities in an era of ‘choice’ and the risk of turning back the clock on progress made toward integration and equity in education.”<sup>85</sup>

## **PARENT INVOLVEMENT, STUDENT ACHIEVEMENT, AND ASSESSMENT**

Parent involvement plays an important part in student achievement,<sup>86</sup> and many parents view charter schools as offering greater opportunities for participation;<sup>87</sup> some schools require parents to sign contracts guaranteeing their involvement.<sup>88</sup> Although charter schools typically have higher levels of parent involvement,<sup>89</sup> parents with limited proficiency in English and/or low socioeconomic status may feel uncomfortable with, and be discouraged from, enrolling their children in these schools.<sup>90</sup> Proponents, however, maintain that because of small school size, these parents will feel more comfortable participating.<sup>91</sup> Some low-income parents, though, may have two jobs and/or be unable to take time off from work, thereby preventing them from participating in school activities.<sup>92</sup> One recent study found that even in low-income communities, charters tend to serve students whose parents participate more in their education.<sup>93</sup>



Research on student achievement in charter schools yields mixed results.<sup>94</sup> One researcher's review cites a number of studies which conclude that it is too soon to judge student achievement in charter schools which, to date, have shown both successes and failures.<sup>95</sup> Moreover, students' achievement scores at early stages of the charter school movement may be more indicative of previous education than the influence of charter schools.<sup>96</sup>

Student assessment usually is gathered using a combination of the following measures: standardized assessments (both criterion- and norm-referenced), performance assessments, student portfolios, student demonstrations of their work, parent satisfaction surveys, student interviews or surveys, and behavioral indicators.<sup>97</sup> No uniform standard for assessment exists across the charter school system.<sup>98</sup> In addition, there is disagreement among methodologists concerning how best to assess the effects of charter schools on student achievement,<sup>99</sup> as well as questions about the political and social biases of researchers.<sup>100</sup>

Much of the fate of charter schools appears to rest on the adoption of weak or strong charter laws.<sup>101</sup> Weak or strong laws determine, among other things, the seat of charter authority, the degree of autonomy a school will have, how many charters will be granted, and fiscal incentives.<sup>102</sup> Even with charter laws in place, some worry that these schools may encounter opposition from local school boards, state agencies, and unions.<sup>103</sup> A recent study indicates that 4 of 10 charter schools report opposition from state or local boards, 1 in 5 report difficulties with unions or collective bargaining agreements, and fewer than 1 in 20 report difficulties with federal regulations.<sup>104</sup>

## OVERVIEW OF KANSAS CITY CHARTER SCHOOLS

Seventeen charter schools are located within the geographical area encompassing the Kansas City Missouri School District. Fifteen of the charter schools completed their second year of operation during the 2000-01 school year and are included in the study. Kansas City Career Academy and University Academy completed their first year of operation during 2000-01 and are not included in the study.

Of the charter schools in the study, 10 are newly created, four are the expansion or addition of a school by a community-based organization, and one is a pre-existing private school. Six of the schools have an outside organization (referred to as educational management organization in the remainder of the report) that operates the school. Charter School Administrative Services operates Academy of Kansas City. Edison Schools operates Allen Edison Educational Village and Westport Community Middle and Secondary Schools. School Futures Research Foundation operates Alta Vista Charter School and Banneker Charter Academy of Technology. Beacon Education, Inc. operates Southwest Charter School.

Ten of the charter schools are sponsored by Central Missouri State University. They include Academie Lafayette, Alta Vista Charter School, Banneker Charter Academy of Technology, Della Lamb Elementary, Don Bosco Education Center, Gordon Parks Elementary, Hogan Preparatory Academy, Scuola Vita Nuova, Southwest Charter School, and Urban Community Leadership Academy. The University of Missouri-Kansas City sponsors Academy of Kansas City, Allen Edison Educational Village, Lee A. Tolbert Community Academy, and Genesis School. The KCMSD sponsors Westport Community Middle and Secondary Schools.

At the end of the second year of operation, most charter schools remain confident about their educational plan and report no major changes to it. Many charter schools have increased their instructional alignment with the Missouri Content Standards and Frameworks and the Missouri Assessment Program (MAP). Twenty percent of charter schools have made major changes to their Business Plan, and over one-fourth have made major changes to their Plan of Operation.

The charter schools in the study served more than 5,000 students during the 2000-01 school year. The number of students served by a school ranges from 83 to 1,745 students, with a charter school average of 335 students (see Table 1.1). About one-fourth of the students attended grades K-3, fewer than 10% attended grades 4-5, about one-third attended grades 6-8, and about one-third attended grades 9-12 (see Table 1.2).

**Table 1.1. Number of Students and Classroom Teaching Staff at  
Kansas City Charter Schools**

<b>School</b>	<b>Students</b>	<b>Classroom Teachers</b>	<b>Classroom Teacher Assistants</b>
Academie Lafayette	273	11	5
Academy of Kansas City	163	9	32
Allen Edison Educational Village	429	15	0
Banneker Charter Academy of Technology	306	16	1
Della Lamb Elementary	214	17	0
Gordon Parks Elementary	83	6	0
Lee A. Tolbert Community Academy	402	20	6
Scuola Vita Nuova	90	5	0
Alta Vista Charter School	108	9	1
Don Bosco Education Center	166	11	0
Genesis School	138	10	3
Hogan Preparatory Academy	287	23	0
Southwest Charter School	475	20	1
Urban Community Leadership Academy	147	14	2
Westport Community Middle & Secondary	1,745	71	4
<b>TOTAL</b>	<b>5,026</b>	<b>257</b>	<b>55</b>

**Table 1.2. Number of Students and Classroom Teaching Staff By Grade Level at Kansas City Charter Schools**

<b>Grade Level</b>	<b>Students</b>	<b>Classroom Teachers</b>	<b>Classroom Teacher Assistants</b>
K	316	18	1
1	332	17	1
2	285	16	0
3	255	13	0
4	207	10	1
5	218	10	0
6	639	30	2
7	588	31	1
8	544	28	1
9 - 12	1,642	85	2
Total	5,026	257	9 <sup>#</sup>

About three-fourths of the students who attend the charter schools qualify for free or reduced price lunch. The percentage of students in a charter school who qualify for free or reduced price lunch ranges from 32% to 94% of the students. About 85% of the students who attend the Kansas City charter schools are of minority racial/ethnic backgrounds.

Based on estimates provided by principals, approximately 76% of charter school students attended public school in the KCMSD prior to enrolling in one of the charter schools (see Table 1.3). Fewer than 8% of the students were not of school age and 10% attended a private school. Five percent of the students attended public school in a district other than the KCMSD, and 1% of the students were home schooled. Thirty-five percent of charter school students attend the Westport Middle and Secondary Schools operated by the KCMSD.

Approximately 255 classroom teachers and 55 teacher assistants serve the students who attend charter schools. The number of classroom teachers ranges from 5 to 71 teachers. The number of teacher assistants ranges from none to 32 teacher assistants. The student-classroom teacher ratio in charter schools is about 20 to 1 and the student-classroom teaching staff ratio is approximately 16 to 1. This ratio is based on the number of classroom teachers and teacher assistants and does not include resource teachers.

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<sup>#</sup> Academy of Kansas has 32 Paraprofessionals and Teacher Assistants and Lee A. Tolbert Community Academy has 6 Teacher Assistants who assist in classrooms as needed.

**Table 1.3. Percentage Distribution of Charter Students Prior School Experience**

<b>Charter School</b>	<b>% home schooled</b>	<b>% attended KCMSD</b>	<b>% attended other public school</b>	<b>% attended private school</b>	<b>% not of school age</b>
Academie Lafayette	0	75	0	0	25
Academy of Kansas City	2	68	13	5	12
Allen Edison Educational Village	2	90	3	3	2
Banneker Charter Academy of Technology	1	91	2	2	2
Della Lamb Elementary	0	67	0	0	33
Gordon Parks Elementary	1	30	0	0	70
Lee A. Tolbert Community Academy	<1	63	1	<1	33
Scuola Vita Nuova	0	70	5	5	20
Alta Vista Charter School	0	96	0	4	0
Don Bosco Education Center	2	98	0	0	0
Genesis School	2	90	7	1	0
Hogan Preparatory Academy	1	14	2	83	0
Southwest Charter School	3	90	5	2	0
Urban Community Leadership Academy	0	58	0	42	0
Westport Edison Community Middle & Secondary	0	80	10	10	0
Total Number of Charter Students	43	3,805	266	523	389
<b>Overall Mean</b>	<b>1</b>	<b>76</b>	<b>5</b>	<b>10</b>	<b>8</b>

Not all students who initially enrolled in charter schools remain throughout the year. About 60% of charter school principals indicate that some students transferred back to the KCMSD from their charter schools. Principals report an average of 19 students transfer back to the KCMSD, ranging from 3 to 58 students among charter schools. One charter school lost 20 students because of lack of transportation in their first year of operation. In another school, more than 50 students transferred because the charter school did not serve the next grade level. Several principals report that some of the students were dismissed due to behavior problems. One school lost a few students because foster parent placement changed.

Two-thirds of charter school principals indicate they recruit students and they use a variety of recruitment procedures. These include ads in local newspapers and church flyers; ads on television, radio, and billboards; booths at community events; word of mouth; door-to-door canvassing; brochures at community centers; and visits with parents at preschools, summer school, open house, and coffees held in the community. Five principals report that they no longer need to advertise because word of mouth is sufficient, and two principals report that their

school has a waiting list. Some schools had waiting lists at times of the year when parents consider school changes, such as at the beginning of a school year. When space does not become available, parents must make alternative arrangements and then may be removed from the waiting list.

## **CHARTER SCHOOL PROFILES**

The following section provides brief descriptions of each of the Kansas City charter schools included in the study.

### **Academie Lafayette**

Academie Lafayette (formerly Kansas City Foreign Language Charter School) is a K-8 elementary school. During 2000-01, Academie Lafayette served approximately 275 students,



about 40% of whom are eligible for free or reduced price lunch. Because of the language immersion approach to education, new students are only admitted in kindergarten or first grade. The student population is more than half African American and about 40% White. Prior to enrolling in Academie Lafayette, about three-fourths of the students attended the KCMSD's French language magnet school and about 25% were not yet of school age. The 2000-01 school year is the school's first year at

its current location.

Academie Lafayette was organized by parents who wanted to ensure continuation of a French language immersion education for their children. Fourteen out of 18 staff members of the district's French language magnet school became staff members of Academie Lafayette. The school's approach to education focuses on students' achieving French language fluency and readiness for a college preparatory high school curriculum. English language competency is developed during English literacy classes. The school is organized by grade level groups K-2, 3-5, and 6-8; teacher teams follow their students through their years in the grade level group. Academie Lafayette offers an extended school day from 7 a.m.-3:30 p.m. and from 8 a.m.-5:30 p.m. Summer school sessions are offered but are not mandatory.

## **Academy of Kansas City**

Academy of Kansas City is a K-8 elementary school. During the 2000-01 school year, the school served approximately 165 students, about three-fourths of whom are eligible for free or reduced price lunch. The student population is almost entirely African American. Prior to enrolling in Academy of Kansas City, almost 70% of the students attended a public school in the KMSD. About 15% attended a public school in another district and more than 10% were not yet of school age. A few students attended a private school or received home schooling.



Business/technology thematic study provides the framework for instruction based on a curriculum drawn from the Missouri and Michigan curricular frameworks. Students are grouped into families and experience student-centered active learning. Multi-age groupings are also used for instruction. Summer school sessions are offered.

## **Allen Edison Educational Village**

Allen Edison Educational Village is a K-8 elementary school. During the 2000-01 school year, the school served approximately 430 students, more than half of whom are eligible for free or reduced price lunch. The student population is approximately 80% African American, 10% Hispanic, and 10% White. Prior to attending Allen Edison Village School, about 90% of the students attended a public school in the KCMSD. Prior education for 10% of the students is almost equally distributed among private school, other public schools, home schooling, and students not yet of school age.



The five domains of the Edison Project's curriculum adopted by Allen Edison Village School include humanities and the arts, mathematics and science, character and ethics, health and physical fitness, and practical arts and skills; all students take Spanish courses. Literacy instruction is based on the Success for All Model. Extensive use of technology in school and at home forms part of the Edison design for schools. Allen Edison has an eight-hour school day and offers an after-school program.

## **Banneker Charter Academy of Technology**

Benjamin Banneker Charter Academy of Technology is a K-6 elementary school. During the 2000-01 school year, the school served more than 300 students, about 85% of whom are eligible for free or reduced price lunch. The student population is almost entirely African American. Prior to attending Banneker Charter Academy of Technology, about 90% of the students attended a public school in the KCMSD. Prior education for the remainder of the students is almost equally distributed among private school, other public schools, home schooling, and students not yet of school age. The 2000-01 school year is the school's first year at its current location.



The school's curriculum is based on E.D. Hirsch's Core Knowledge and the KCMSD's curriculum. Technology is integrated into the curriculum. During the first half of the day, teachers focus on core skill building and during the second part of the day, students have opportunities to apply their skills and knowledge. Banneker Academy of Technology operates year around and offers before and after school programs.

## **Della Lamb Elementary**

Della Lamb Elementary is a K-5 elementary school. During the 2000-01 school year, the school served approximately 215 students, about 90% of whom are eligible for free or reduced price lunch. The student population is about 80% African American and 15% Asian. Prior to attending Della Lamb, about two-thirds of the students attended a public school in the KCMSD and one-third were not yet of school age.



The school's resources include supplemental family support services through close ties with the other Della Lamb community services. E.D. Hirsch's Core Knowledge and the Direct Instruction Model serve as the curricular foundation, and the school emphasizes literacy. Instruction is teacher-centered and child-focused. Small class size is a key element, and teachers remain with their class through fifth grade. Parents sign a Parental Investment PACT agreement that specifies how they will be actively involved in their child's education. Della Lamb is a year-round school and offers before and after school programs.



## **Gordon Parks Elementary**

Gordon Parks Elementary is a K-2 elementary school. During the 2000-01 school year, the school served approximately 85 students, about 95% of whom are eligible for free or reduced price lunch. The student population is about 95% African American and 5% White. Prior to attending Gordon Parks, about 30% of the students attended a public school in the KCMSD. About 70% were not yet of school age. The 2000-01 school year is the school's first year at its current location. The plan is to add grade levels each year as the students in the highest grade level matriculate to the next grade level.



The school bases its curriculum on the Missouri Frameworks for Curriculum and the KCMSD's curriculum, with special focus on literacy and the arts. Balanced Literacy Program components are the literacy instructional approaches used across grade levels. Art, music, physical education, dance, and technology are also basic curricular elements. The school and classroom as an environment for community building and cooperation, the use of conflict resolution skills, and small class size are key to the educational experience provided at Gordon Parks. Learning is child-centered, supported by instructional strategies that include students' first-hand active engagement and problem solving. In support of the students and their families, the school has a close working relationship with St. Vincent's Family Care Center, which offers childcare and before and after school programs for students. Gordon Parks plans to expand grade levels in 2001-02.

## **Lee A. Tolbert Community Academy**



Lee A. Tolbert Community Academy is a K-6 elementary school. During the 2000-01 school year, the school served approximately 400 students, about three-fourths of whom qualify for free or reduced price lunch. The student population is almost entirely African American. Prior to attending the school, about two-thirds of the students attended a public school in the KCMSD and about one-third of the

students were not yet of school age.

Lee A. Tolbert Community Academy is modeled on guidance from the Coalition of Essential Schools and is organized around a set of ideas called the Common Principles. The school's curriculum is aligned with the Missouri Frameworks for Curriculum and includes an emphasis on literacy using the Four-Block model teaching and learning approach. Entrepreneurship is a

basic schoolwide theme and the Young Entrepreneurial Spirits Program is integrated into the core curriculum. Lee A. Tolbert Community Academy offers Saturday school and an after school program. The Academy plans to expand grade levels in 2001-02.

### **Scuola Vita Nuova**

Scuola Vita Nuova is a K-5 elementary school. During the 2000-01 school year, the school served approximately 90 students, about three-fourths of whom qualify for free or reduced price lunch. The student population is approximately 40% African American, 35% White, 20% Hispanic, and 5% American Indian. Prior to attending the school, about 70% of the students attended a public school in the KCMSD, 20% were not yet of school age, and 10% attended a private school or a public school in another district.



The curriculum is based on E.D. Hirsch's Core Knowledge, which is enriched with the arts? including music, dance, drama, and writing? and with technology and five foreign

languages. Cultural arts and extensive collaboration with area performing arts groups is a strong feature of the school. Most students receive musical instruction on an instrument of their choice during the school day, and students were included in a local opera production. Instruction is student-centered and incorporates direct instruction strategies to teach basic skills. During the first half of the day, teachers focus on skill building; during the last part of the day, students are given opportunities to apply their skills and knowledge. Small class size is an important element. KCMSD's Garfield Elementary School is a sister school; Garfield children go to Scuola Vita Nuova for enrichment and Scuola Vita Nuova limited English proficient students go to Garfield for assistance. Scuola Vita Nuova is a year-round school with an extended day. It has a close working relationship with the Bisceglia Italian Cultural Center and continues the legacy of the Italian mission established in the 1890s. The school plans to expand grade levels in 2001-02.

### **Alta Vista Charter School**

Alta Vista Charter School is a 9-12 secondary school. During the 2000-01 school year, the school served approximately 110 students, about 70% of whom are eligible for free or reduced price lunch. The student population is approximately 75% Hispanic, 20% African American, and 5% White. Before attending Alta Vista, more than 95% of the students attended a public school in the KCMSD. Fewer than 5% of the students attended a private school.



Alta Vista Charter School was established to serve at-risk Latino and urban youth. An individualized learning plan is developed for each student and individualized or small group instruction occurs during mixed grade classes. The curriculum includes Spanish language and literature, language arts, social studies, mathematics, science, arts, and electives. An emphasis of the school is preparing students for a job training program. The school has a close working relationship with other Guadalupe Center, Inc. community services. Alta Vista provides year round schooling.

### **Don Bosco Education Center**

Don Bosco Education Center is a 9-12 secondary school. During the 2000-01 school year, the school served approximately 165 students, 90% of whom qualify for free or reduced price lunch.



The student population is approximately three-fourths African American, 15% White, and 8% Hispanic. Before attending Don Bosco, almost all students attended a public school in the KCMSD. A few students received home schooling.

Don Bosco Education Center was established to serve at-risk urban youth. An individualized learning plan is developed for each student, and students work at their own pace. The curriculum includes English/language arts, mathematics/computer science, science, health/physical education, fine arts, social studies, life skills, and electives.

### **Genesis School**

Genesis School is dually accredited as a middle school and as a high school. It primarily serves middle school youth, ages 11-14, who have been referred by the KCMSD Hearing Office and the Jackson County Family Court. During the 2000-01 school year, the school served approximately 140 students, about 90% of whom qualify for free or reduced price lunch. The student population is almost entirely African American. Before attending Genesis School, about 90 percent of the students attended a public school in the KCMSD. About 5% attended a public school in another district. A few students received home schooling or attended a private school. Genesis provides school year and summer sessions.



Genesis School was established to serve at-risk urban youth by addressing the individual, academic, and social needs of its students using school-as-family and youth leadership models that emphasize communication, hands-on experiences, and job/career training. Genesis School uses a service learning curriculum to build academic and life skills through arts and community



service (e.g., Genesis Singers/Poetry Troupe, Radio Show and PSA Production, and Kansas City Youth Tourism Guide). The underlying focus of a student's program is transition to regular school or as an alternative to returning to high school for an older student, where obtaining a G.E.D. is the goal.

### **Hogan Preparatory Academy**

Hogan Preparatory Academy is a 9-12 secondary school. During the 2000-01 school year, the school served approximately 290 students, about half of whom are eligible for free or reduced price lunch. The student population is approximately 95% African American. Before attending Hogan Preparatory Academy, about 90% of the students attended a public school in the KCMSD. About 5% attended a private school, and a few students attended a public school in another district or were home schooled.



Hogan Preparatory Academy was a private school prior to its charter status. The school was established to offer a values-based college preparatory secondary education for urban youth in a small school environment. Students must earn 30 credits and participate in community service to graduate. The curriculum includes language arts, social studies, physical education/health, values education, science, fine arts, mathematics, science, foreign languages, and computer technology. The schoolwide theme for the freshman year is self-identity; for the sophomore year, it is community; for the junior year, it is the Americas; and for the senior year, it is globalism. Instructional strategies common across classrooms include cooperative learning, guided practice, processing, inter-disciplinary work, immediate feedback, and study trips. The school offers extra-curricular activities.

### **Southwest Charter School**

Southwest Charter School serves grades 6-10. During the 2000-01 school year, the school served about 475 students, approximately one-third of whom qualify for free or reduced price lunch. The student population is approximately 70% African American, 25% White, and 5% Hispanic. Before attending Southwest Charter School, about 90% of the students attended a public school in the KCMSD. About 5% attended a public school in another district. A few students received home schooling or attended a private school. The 2000-01 school year is the school's first year at its current location under a license to operate with the district.



Southwest Charter School uses the learning community concept and an integrated curriculum that includes thematic study and project-based learning as organizational elements. Small class size is important to implementing individualized approaches. The curriculum includes reading, writing, mathematics, critical thinking, technology, science, history, politics, global geography, cultures, foreign language, literature, the arts, the self, and society.

### **Urban Community Leadership Academy**

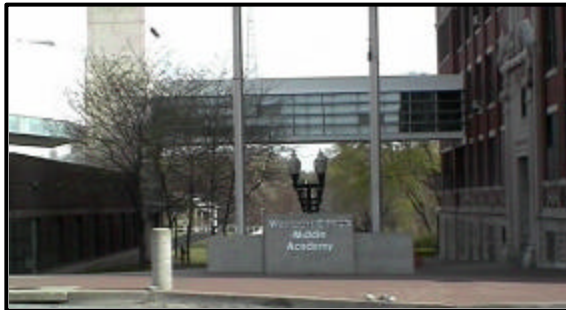


Urban Community Leadership Academy is a 6-8 middle school. During the 2000-01 school year, the school served approximately 150 students, about 85% of whom qualify for free or reduced price lunch. The student population is approximately 90% African American and 5% White. Before attending the academy, approximately 60% of the students attended a public school in the KCMSD. About 40% attended a private school. The academy was established to serve urban youth at-risk of

dropping out of school. An integrated curriculum is a basic organizational element, as is small class size. The school offers before and after school programs.

### **Westport Edison Community Middle & Secondary School**

Westport Edison Community Middle & Secondary School is a grade 6-12 middle/secondary school sponsored by the KCMSD. During the 2000-01 school year, the school served approximately 1,745 students, about 85% of whom qualify for free or reduced price lunch. The student population is approximately 90% African American and 5% Hispanic. Before attending Westport Edison Community Middle & Secondary



School, about 80% of the students attended a public school in the KCMSD. Ten percent attended a private school, and 10% attended a public school in another district. The five domains of the Edison Project's curriculum include humanities and the arts, mathematics and science, character and ethics, health and physical fitness, and practical arts and skills; students take Spanish courses and Latin is introduced. Instruction is intended to be project-based and problem-centered and include extensive use of technology.



## CHARTER SCHOOL IMPLEMENTATION

Principals and charter school board members were interviewed and asked to rate the extent to which they had experienced implementation problems identified by national evaluations of charter schools<sup>1</sup>, as well as the extent to which these problems had been resolved by the second year of operation. Principals agreed that the most common reason for starting their charter school was to realize an alternative vision of schooling. Two-thirds indicated that the school was started to gain autonomy/flexibility. More than half of the schools were started to serve a special population of students and to promote parent involvement. A few schools were started for financial reasons, including the ability to expand existing community services to address the educational needs of targeted populations.

Lack of start-up funds and inadequate operating funds were *very much a problem* at nearly half of the Kansas City charter schools, according to principals (see Table 1.4); charter school board members concurred with this assessment. To avoid contracting with an outside educational management organization, charter school principals and charter school boards who decided they wanted worked to find a line of credit so they could operate until funds were generated. For some schools, the need for start-up funds was a primary reason that an educational management organization had been included in the application. About half of the principals in schools experiencing start-up problems indicated that the associated problems had been *somewhat resolved* by the second year of implementation; another one-fourth indicated that the problems were *not resolved*.

**Table 1.4. Percentage Distribution of Charter School Principals Indicating Implementation Problems with Resources**

	(N)	Not a Problem at All	Somewhat a Problem	Very Much a Problem	Not Resolved	Somewhat Resolved	Resolved	(N)
Lack of start up funds	(15)	27	27	47	27	55	18	(11)
Inadequate operating funds	(15)	40	13	47	44	44	11	(9)
Inadequate facilities	(15)	40	40	20	44	44	11	(9)

About 40% of the principals indicated that inadequate operating funds were *not a problem at all*. About half of the principals and charter school board members indicated that inadequate operating funds were *very much a problem*. In only one of these schools was the issue of inadequate operating funds described as *resolved*. When asked to rate the adequacy of funding provided to operate their school on a scale that ranged from very adequate to very inadequate, two-thirds of charter school principals rated the funding provided as *very inadequate* or *inadequate*.

<sup>1</sup> RPP International, 2000. The state of charter schools 2000: Fourth-year report. Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement.

One of the major sources of contention between charter school respondents and KCMSD respondents was the withholding by the district of almost \$1000 per student for building-related costs, which was legislatively enacted and made known to charter schools in August, prior to their opening. Most schools had budgeted for the entire student reimbursement rate and struggled to find other sources of revenue. Grant writing, fundraising, and increased class size formed part of the efforts to generate revenue. Other principals described staff and program cutbacks, such as a freeze on hiring librarians, physical education teachers, and music teachers. One principal met the lowered budget by working without salary during the first year. Initially, the delay in receipt of any state funds until December was a financial bind for charter schools, especially those lacking the support of an educational management organization.

Both principals and charter school board members were uncertain about what had been provided to charter schools in return for the withheld amount, a sentiment that was particularly strong among principals in charter schools that do not occupy district buildings. A second major source of contention was the provision of services to special education students. Administrators and charter school board members felt that the \$1000 withholding should not apply to special needs students.

Inadequate facilities were *not a problem at all* for 40% of charter schools, but were *somewhat a problem* for another 40% and *very much a problem* for 20% of charter schools. Principals indicated that the problem had *not been resolved* for almost 45% of the schools with inadequate facilities (4 schools). Some principals who are pleased with their facilities have not always been pleased with the associated costs of the facilities.

Principals and charter school board members rated the extent to which they had experienced implementation problems with regulations and requirements associated with operating a charter school. Sixty percent of principals indicated that federal regulations were *not a problem at all*; charter school board members concurred with this assessment. For the 40% of schools indicating *some problems* with federal regulations, two-thirds have *somewhat resolved* those problems (see Table 1.5).

Two-thirds of charter school principals indicated existing problems with district regulations. These problems primarily encompass the provision of special services to students and the transfer of records. Two-thirds of those schools have *somewhat resolved* the problems and one-third have *not resolved* the problems with the district.

Forty percent of charter schools had *somewhat of a problem* with health and/or safety regulations during implementation. One-third of the schools with these problems subsequently resolved them through renovation and, in some cases, a change in location. Two-thirds of the schools have *somewhat resolved* their problems with health and/or safety regulations.

**Table 1.5. Percentage Distribution of Charter School Principals Indicating Implementation Problems with Regulations/Requirements**

	(N)	Not a Problem at All	Somewhat a Problem	Very Much a Problem	Not Resolved	Somewhat Resolved	Resolved	(N)
Federal regulations	(15)	60	33	7	33	67	0	(6)
District regulations	(14)	36	57	7	33	67	0	(9)
Health and/or safety	(15)	60	40	0	0	67	33	(6)
Teacher certification	(15)	20	47	33	42	25	33	(12)
Accountability	(15)	73	20	7	25	50	25	(4)

Teacher certification requirements were a problem for 80% of charter schools, according to principals and charter school board members. Almost half of the charter school principals described meeting teacher certification requirements as *somewhat of a problem*, and another one-third of the schools described it as *very much a problem*. Over 65% of the 15 charter schools have *not resolved* or only *somewhat resolved* the issue of meeting teacher certification requirements. Principals in some of the schools described the need to hire certified teachers, whom they thought were not the best match for their students, over non-certified applicants who appeared to have better rapport with the student population.<sup>2</sup> Others described the almost insurmountable problems of gaining state certification for certified teachers from foreign countries.

Only one-fourth of the principals indicated problems with charter school accountability requirements. Charter school board members viewed accountability requirements as somewhat more challenging than did principals. Problems with accountability requirements have been *resolved* or *somewhat resolved* at most of those schools, according to the principals.

Principals and charter school board members responded to questions describing implementation problems with school operations during their first year, including planning time, school administration, management, internal processes or conflicts, and size of student enrollment. Almost half of the charter school principals indicated that lack of planning time was *very much a problem* for the start-up year, and over one-fourth indicated that this was *somewhat a problem*. For almost half of these schools, the lack of planning time has *not been resolved* (see Table 1.6).

School administration was *not a problem* for about half of the charter schools and was *somewhat a problem* or *very much a problem* for over half of charter school principals. Most of the schools experiencing administrative problems had replaced an administrator within the first year of operation. In two of the seven schools experiencing administrative problems, those problems were believed to be *resolved*; in four of the schools, administrative problems were *somewhat*

<sup>2</sup> In response to the growing statewide teacher shortage, proposed state changes on the two-year time limit for certification that requires nine hours of coursework per year toward certification may ameliorate these problems.



*resolved*. Only one principal indicated that an administrative problem was *unresolved*; this was due to the fact that he had resigned and his replacement had not been hired at the time of the interview.

**Table 1.6. Percentage Distribution of Charter School Principals  
Indicating Implementation Problems with Operations**

	(N)	Not a Problem at All	Somewhat a Problem	Very Much a Problem	Not Resolved	Somewhat Resolved	Resolved	(N)
Lack of planning time	(15)	27	27	47	45	27	27	(11)
School administration	(13)	46	31	23	14	57	29	(7)
School management	(13)	54	23	23	0	83	17	(6)
Internal processes or conflicts	(15)	40	60	0	11	78	11	(9)
Insufficient student enrollment	(15)	73	27	0	75	25	0	(4)

Many principals experienced administrative problems associated with operating a school almost as though it were a separate school district. These problems were primarily associated with lack of sufficient structure and staff to support such essential administrative tasks as obtaining detailed knowledge of accounting for student attendance and its relationship to the amount of funds generated by students, providing services to special education students, and establishing record keeping systems.

School management was *very much a problem* at one-fourth of the schools and *somewhat a problem* at another one-fourth of the schools. Most schools that have experienced these problems have *somewhat resolved* their problems with changes in staffing. Several principals indicated that management problems with their educational management organizations have *not been resolved*.

Internal processes or conflicts were *somewhat a problem* at over half of the charter schools. Principals cited the need to rapidly acquire staff as one source of this problem. Nearly all of these schools have *resolved* or *somewhat resolved* the problems, many by acquiring different staff members with philosophies of teaching and behavior management more consistent with the philosophy of the charter school.

Insufficient student enrollment was *not a problem* for three-fourths of the schools during the first year. Of the four schools that indicated *some problems* with enrollment, only one school had *somewhat resolved* the problem. Three schools continued to have greater capacity than their current enrollment.

Principals and charter school board members described student-related problems experienced during their first year of implementation, including student attendance, student transportation,

and meeting the special needs of students. Poor student attendance was *somewhat a problem* or *very much a problem* at two-thirds of the charter schools (see Table 1.7).

**Table 1.7. Percentage Distribution of Charter School Principals Indicating Problems with Students During the Implementation Year**

	(N)	Not a Problem at All	Somewhat a Problem	Very Much a Problem	Not Resolved	Somewhat Resolved	Resolved	(N)
Poor student attendance	(15)	33	53	13	30	60	10	(10)
Student transportation	(15)	53	20	27	29	43	29	(7)
Meeting special needs of students	(15)	20	40	40	18	55	27	(11)

Student transportation was *somewhat a problem* or *very much a problem* at almost half of the charter schools during their first year. Some charter schools had not initially planned to provide for the transportation needs of their students, but they are doing so in their second year of operation. Student use of the public bus system at some high schools reportedly resulted in attendance problems. Many schools have been providing door-to-door transportation to promote higher student attendance, but the associated costs are very high. Two principals indicated that their transportation problems have remained *unresolved* and have been related to cost.

Meeting the special needs of students was *very much a problem* for 40% of the charter schools and *somewhat a problem* for an additional 40% of the schools. Problems included difficulties with identifying students who had an IEP at a prior school, obtaining records/IEPs from the district, obtaining current testing and evaluation data, and finding certified staff to meet the needs of identified students. Over half of the principals have *somewhat resolved* problems associated with meeting the special needs of students; one-fourth have *resolved* this problem.

Principals rated the extent to which they experienced a number of staffing problems in their first year of implementation. Over half of the charter school principals indicated that hiring staff was *somewhat a problem*, and one-third indicated it was *very much a problem* (see Table 1.8). The late award of charter status, combined with the need to open schools within a relatively short timeframe, was the first problem encountered. The approval of 15 charter schools meant that all charter schools simultaneously recruited staff and students.

Some principals described hiring and releasing many of their first-year teachers because the lack of opportunity to adequately recruit had resulted in occasional philosophical mismatches between the school's philosophy of teaching and learning and the teacher's own beliefs and practices. Nearly one-third of these principals indicated that their hiring problem remained *unresolved*, and over half have only *somewhat resolved* it.

Over one-fourth of the principals indicated that teacher burnout was *very much a problem*, and one-third indicated that it was *somewhat a problem*. Teacher burnout was an *unresolved*

problem at one-third of these schools, and has been *somewhat resolved* at over half of them. Quality of teachers was *somewhat a problem* or *very much a problem* for about three-fourths of the charter schools. This problem remained *unresolved* or only *somewhat resolved* in almost three-fourths of those schools.

**Table 1.8. Percentage Distribution of Charter School Principals Indicating Implementation Problems with Staff**

	(N)	Not a Problem at All	Somewhat a Problem	Very Much a Problem	Not Resolved	Somewhat Resolved	Resolved	(N)
Hiring staff	(15)	13	53	33	31	54	15	(13)
Teacher burnout	(15)	40	33	27	33	56	11	(9)
Quality of teachers	(15)	27	40	33	27	45	27	(11)
Teacher turnover	(15)	40	40	20	11	56	33	(9)
Adequate professional development	(15)	53	40	7	29	71	0	(7)
Collective bargaining agreements	(14)	100	0	0	0	0	0	(0)

Teacher turnover was *not a problem at all* at 40% of the charter schools during their first year, and was *somewhat a problem* at another 40%. The problem of teacher turnover was *not resolved* at only one of these schools. Providing adequate professional development was *somewhat a problem* or *very much a problem* for almost half of the charter schools. This issue was *not resolved* at any of the schools. All of the charter school principals reported that collective bargaining agreements were *not a problem at all* in Kansas City.

Most charter schools were designed with a strong parental involvement component, sometimes formalized as a contract that outlines the school's responsibility to the parent and child and the parents' responsibility to the school and child. Virtually all principals described extensive efforts to involve parents in their child's education. Most principals reported a high level of success in increasing parent attendance at parent-teacher conferences. Parent involvement was described as both comprehensive and extensive in five charter schools.

Most principals described extensive efforts to invite and involve parents, but reported receiving little response from the predominantly high-poverty parents. Principals indicated that lack of parental support was *somewhat a problem* at 40% of charter schools during their first year, and *very much a problem* at more than one-fourth of charter schools (see Table 1.9). This problem remained *unresolved* at all of these schools.

Communication with parents was *somewhat a problem* or *very much a problem* for over one-third of the charter schools during their first year. Almost all of these schools have *somewhat resolved* the communications problem.

**Table 1.9. Percentage Distribution of Charter School Principals Indicating Implementation Problems with Parents**

	(N)	Not a Problem at All	Somewhat a Problem	Very Much a Problem	Not Resolved	Somewhat Resolved	Resolved	(N)
Lack of parental support	(15)	33	40	27	56	44	0	(9)
Communication with parents	(15)	60	33	7	17	83	0	(6)

Principals and charter school board members described implementation problems that were related to opposition or resistance to charter schools. About 60% of charter school principals indicated that district resistance was *very much a problem*, and 33% indicated that it was *somewhat a problem* during their start-up and first year (see Table 1.10). Difficulties included obtaining records of special education students and very short notification on deadlines for the completion of reports. Almost three-fourths of the principals indicated that district resistance had been *somewhat resolved*. Several administrators sought the superintendent's assistance in resolving specific problems; in each instance, they reported that the specific problem had been immediately resolved.

Many administrators indicated that district resistance had appeared to be person-specific. Virtually all had experienced positive relationships with some KCMSD staff persons. Very positive comments were almost universally expressed concerning the helpfulness of the KCMSD staff person responsible for Common Core data.

**Table 1.10. Percentage Distribution of Charter School Principals Indicating Implementation Problems with Opposition/Resistance**

	(N)	Not a Problem at All	Somewhat a Problem	Very Much a Problem	Not Resolved	Somewhat Resolved	Resolved	(N)
District resistance	(15)	7	33	60	29	71	0	(14)
State school board opposition	(15)	80	20	0	0	100	0	(3)
Local district school board opposition	(13)	38	23	38	63	25	13	(8)
Union or bargaining unit opposition	(15)	73	27	0	25	50	25	(4)
Community opposition	(15)	73	27	0	33	33	33	(3)

Only a few principals felt that members of the state school board were initially opposed to charter schools; each believed that state board opposition had been *somewhat resolved*. Opposition from the local district school board was *somewhat a problem* or *very much a problem* for about 60% of charter school principals. Those problems had been *somewhat resolved* for about one-fourth of the charter schools and remained *unresolved* for about two-thirds of the schools. Opposition from union or bargaining units was *somewhat a problem* for about one-fourth of charter schools during their first year, but that opposition had been *resolved* or *somewhat resolved*. Three-fourths of the charter schools indicated that community opposition was *not a problem at all* in their first year of operation; others reported that initial opposition had been *somewhat resolved* or *resolved*.

The overall adequacy of general information provided by the Missouri Department of Elementary and Secondary Education was rated as *adequate* or *very adequate* by 80% of charter school principals (see Table 1.11). About half of the principals rated general information provided by the KCMSD as *adequate* or *very adequate*; 20% indicated that no general information had been provided. General information provided by the school's sponsor was rated as *very adequate* by 60% of the principals and *adequate* by more than one-fourth.

**Table 1.11. Percentage Distribution of Charter School Principals' Ratings About Adequacy of General Information**

	Very Inadequate	Inadequate	Adequate	Very Adequate	Not Provided	(N)
Missouri Department of Elementary and Secondary Education	7	13	53	27	0	(15)
The KCMSD	13	20	40	7	20	(15)
This school's sponsor	7	7	27	60	0	(15)
Educational management organization	50	17	17	17	0	(6)

Half of the principals in schools with educational management organizations indicated that the information provided by the organizations was *very inadequate*. Two principals described the information provided by their school's educational management organization as *very adequate* or *adequate*.

Two-thirds of the charter school principals indicated that the student data information provided to their school by the Missouri Department of Elementary and Secondary Education was *adequate* or *very adequate*, especially during their second year of operation (see Table 1.12). About 70% of the principals indicated that student data information provided by the KCMSD was *inadequate* or *very inadequate*. One principal reported that student data information had *not been provided* at all by the KCMSD.

About two-thirds of the principals indicated that their sponsors provided *adequate* or *very adequate* student data information; almost one-third said that none had been provided. Two of

the principals in schools with educational management organizations indicated that these organizations had *not provided* student information; two principals indicated that student data information was *very inadequate*, and one principal indicated that the data was *very adequate*.

**Table 1.12. Percentage Distribution of Charter School Principals’ Ratings About Adequacy of Student Data Information**

	Very Inadequate	Inadequate	Adequate	Very Adequate	Not Provided	(N)
Missouri Department of Elementary and Secondary Education	13	20	40	27	0	(15)
The KCMSD	31	38	23	0	8	(13)
This school’s sponsor	7	0	29	36	29	(14)
Educational management organization	40	0	0	20	40	(5)

Principals rated the adequacy of professional development opportunities provided by the Missouri Department of Elementary and Secondary Education, the KCMSD, sponsors, and educational management organizations. Six principals indicated that the Missouri Department of Elementary and Secondary Education had *not provided* professional development opportunities; half indicated that the KCMSD had *not provided opportunities*, and three principals indicated that their sponsor had *not provided* opportunities (see Table 1.13). More than half of the principals rated the professional development provided by sponsors and educational management organizations as *adequate* or *very adequate*.

**Table 1.13. Percentage Distribution of Charter School Principals’ Ratings About Adequacy of Professional Development**

	Very Inadequate	Inadequate	Adequate	Very Adequate	Not Provided	(N)
Missouri Department of Elementary and Secondary Education	13	13	20	13	40	(15)
The Kansas City Missouri School District	20	7	13	7	53	(15)
This school’s sponsor	13	13	27	27	20	(15)
Educational management organization	20	20	40	20	0	(5)

Principals rated the adequacy of volunteered time provided by parents, community foundations, and businesses. Sixty percent of principals rated volunteered time provided to their school by parents as *inadequate* or *very inadequate* (see Table 1.14). More than one-third of the charter schools were *not provided* with volunteer time from any community foundation or business.

About one-third of the principals rated as *adequate* or *very adequate* the volunteered time they received from any of the identified sources.

**Table 1.14. Percentage Distribution of Charter School Principals’ Ratings About Adequacy of Volunteered Time**

	Very Inadequate	Inadequate	Adequate	Very Adequate	Not Provided	(N)
Parents in this school	27	33	27	13	0	(15)
Community foundation(s)	13	20	13	13	40	(15)
Business partner(s)	13	20	13	20	33	(15)
This school’s sponsor	7	0	33	0	60	(15)

Nearly half of the charter schools were provided *adequate* or *very adequate* resources by parents in their school; over 20% of the schools were *not provided* resources from parents (see Table 1.15). Half of the schools were provided *adequate* or *very adequate* resources by community foundations. (Charter schools with for-profit educational management organizations do not qualify for grants that require 501(c)(3) nonprofit status.) More than 40% of the charter schools were provided *very adequate* or *adequate* resources by business partners; 21% of the schools were *not provided* with resources from any business. More than half of the charter schools were provided with *adequate* or *very adequate* resources from their school’s sponsor; nearly one-third were *not provided* school sponsor resources.

**Table 1.15. Percentage Distribution of Charter School Principals’ Rating About Adequacy of Resources**

	Very Inadequate	Inadequate	Adequate	Very Adequate	Not Provided	(N)
Parents in this school	14	21	29	14	21	(14)
Community foundation(s)	14	21	29	21	14	(14)
Business partner(s)	14	21	21	21	21	(14)
This school’s sponsor	0	15	31	23	31	(13)

### Charter School Educational Management Organizations

As they planned for their charter schools, several principals and charter school board members met with potential educational management organizations; they subsequently decided to avoid the short-term solutions to problems that these organizations provided in order to obtain long-term educational benefits for their students. Some principals and charter school board members

did not feel that businesses should profit from the education of needy children, especially when the needs are so great.

Among the six schools that contracted with an educational management organization, satisfaction with these organizations varied widely. Two principals indicated satisfaction with their educational management organizations. One of these principals described the independence their educational management organization provided in terms of instructional decision-making, as well as their helpfulness in human resource issues.

Most principals experienced problems with their educational management organization during the first year of implementation. At two schools, major construction/renovation was begun and then abandoned by the educational management organization when disputes arose. Other sources of dissatisfaction centered on the “cookie cutter” approach to schools that businesses either must or do use, an approach that some principals maintain is counter to the intent of charter schools. Dual, and sometimes conflicting, responsibility and allegiance to the charter school board and the educational management organization raised the question of how charter boards maintain their accountability under these contractual relationships. Dissatisfaction with management included (1) frequent turnover of the educational management organization’s staff, each turnover accompanied by different expectations and management styles; (2) lack of knowledge about legal issues or regulations specific to Missouri; and (3) the tendency of some educational management organizations to micro-manage the school. Several schools were in the process of changing educational management organizations at the time of the interview.



## **KANSAS CITY MISSOURI SCHOOL BOARD PERSPECTIVE**

Three of the nine Kansas City Missouri School Board members were interviewed to gain a school board perspective of charter school implementation. Board members were asked about the impact of charter schools on school board operations, the KCMSD, and public education in general. Members also were asked to describe the criteria by which district and charter schools should be assessed by the community.

Board members reported that the extent of the impact that the establishment of charter schools would have on the school district had not been adequately anticipated, and insufficient advanced planning occurred prior to the 1999-2000 school year. School board members had anticipated that implementation would occur at a slower rate, and the board was unprepared to address the issues that arose due to the sponsorship of a large number of charter schools during the first year. Concern was expressed that universities sponsored most if not all applications in the first year, regardless of quality.

Initially, the primary concerns of KCMSD school board members focused on leasing buildings and determining responsibility for renovations, at a time when all the stakeholders were learning about their rights and responsibilities. The ongoing impact of charter schools on the role of the school board continues to center on fiscal issues, since the district serves as the vehicle for the distribution of funds. Complicating the issue are lack of a clear policy regarding district and charter school relationships, and lack of a process for resolution of fiscal disputes.

From the perspective of the board members, charter schools have had a substantial financial impact on the KCMSD. Some board members were concerned about the accuracy of estimated enrollment figures for charter schools, since these estimates are used to determine funding. Additionally, since funding is determined by enrollment at the beginning of the year, the district is not reimbursed for students who return to a district school during the year. Thus, suspension policies and rates are of mutual concern to both the district and to charter schools.

KCMSD school board interviewees described other perceived impacts on the district, such as further racial isolation (i.e., a decrease in white student enrollment in district schools); returning students' confusion due to the differences between KCMSD and charter school curricula; loss of middle class parents who opt to enroll their children in charter schools, leaving in the district parents who are not as well informed about the system; and loss of a relatively high number of teachers due to higher wages at charter schools, which has intensified the district's teacher shortage. Thus far, none of the interviewees perceived any improvement for public education as a result of the implementation of charter schools.

Members of the school board indicated a belief that charter schools should be held accountable to the same standards set by the state for the district. Performance measures should include MAP scores, high school graduation rate, dropout rate, and teacher turnover. Interviewees suggested that no additional charter schools receive approval until there is an accountability plan in place, as well as standards by which to measure charter school performance. Once a plan is enacted, then charter schools and the KCMSD schools can be compared. Board members

expressed the opinion that charter school implementation requires a solid foundation and that the sheer number of charter schools might result in their failure, similar to what occurred with magnet schools.

KCMSD board members acknowledged that the KCMSD must be prepared to compete with charter and private schools in order to be successful. They suggested that site-based management be implemented to achieve that goal, and that further educational reforms related to research-based best practices are needed.

## COMMUNITY PERSPECTIVE

Eleven members of the community, most of whom report a relationship with or interest in the KCMSD, were interviewed to gain a community perspective of charter school implementation. Interviewees represent political office, business, the ministry, and residents and include the mayor and former mayor of Kansas City, the president of the Urban League of Greater Kansas City, an attorney, business owners, an executive of the Learning Exchange, and an executive of Junior Achievement of Middle America. Almost three-fourths of the interviewees or their organizations provide some type of support to regular public schools and about half provide support to charter schools. Types of support include volunteering, providing materials and supplies, adopting a school, giving rewards to students for improvement in grades and test scores, providing professional development opportunities for the staff and/or parents, raising additional funds through grants and competitions, and providing economic education programs. Community member interviewees were asked about the impact of charter schools on the KCMSD and public education in general, their vision of public education, and the criteria by which district and charter schools should be assessed by the community.

Community member interviewees see several possible impacts on the district. Most interviewees express concern about the loss of students and funds without a reduction in overall district costs, which has “potentially worsened the situation for the KCMSD.” Several interviewees suggest that impacts include loss of parents who are active in the education of their child. Several interviewees state that charter schools provide families viable alternatives to public education and challenge the KCMSD to reinvent itself as a competitive public education provider, rather than a sole provider. One interviewee believes that as a competitor, “the district is doing things differently. It is advertising and the superintendent sent out letters encouraging students to return to the district.”

Community member interviewees were asked if they believe that public education is improved by the implementation of charter schools. About one-third of the community interviewees believe public education is *considerably improved*<sup>1</sup> because of implementation of charter schools, and one-fourth believe that it is *somewhat improved*. Fewer than 15% report that they believe public education is *not improved* by the implementation of charter schools, and one-fourth report that they do not know if public education is improved.

The words of one interviewee represent, in general, the group’s vision and concern for public education.

*Every student must be afforded an education that will allow him/her to function at a level that reaches their full potential. Further, public education must successfully compete with charter schools and private schools so that parents clearly have a choice based on something other than the perceived difference in the quality of education.*

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<sup>1</sup> Rating options include *considerably improved*, *somewhat improved*, *not improved*, and *don’t know*.

Interviewees suggested some elements that they believe are key to their vision for public education. These include a system that meets the diverse needs of families and children who live in the area, leadership, neighborhood schools, site-based management, small schools and class size, and a system that motivates students to learn and closes “the achievement gap between black and white achievement levels.”

Asked whether charter schools fit into their vision for public education, the perspective of most community member interviewees is expressed by the following comment:

*Charter schools may be a part of this vision, if along with other public schools they can deliver a quality education to all children. To date, that information is not available on charter schools.*

One respondent expressed the belief that charter schools fit into the vision because they provide “parents and children with specific interests an opportunity to create an environment and curriculum for their children to achieve their specific education objective while allowing parents to participate in a fundamental way.”

Approximately 40% of the interviewees rated the performance of the KCMSD as *fair*<sup>2</sup> and 60% rated the performance of KCMSD as *poor*. When asked to rate the performance of charter schools, about half rated the performance of the charter schools as *fair*, about 15% of interviewees rated the performance of the charter schools as *good* or *excellent*, and 35% said that they “didn’t know.”

Community members agree that an improved public education system that delivers a quality education to all children is needed. In general, community members believe that not enough evidence has been gathered thus far to decide whether charter schools have a viable role that warrants adding more charter schools. About 50% of community interviewees are undecided whether there should be more charter schools, and more than 35% believe that additional charter schools should not be approved at this time.

Several interviewees believe that charter school accountability is a critical issue and that standards need to be set for charter schools so that the general public can make informed decisions about which school will most likely meet their child's needs. Community members offer criteria by which the community should measure whether the charter schools or regular public schools are doing a good job. Suggestions include developing an accountability model for measuring children’s learning; test results, including rigorous gain score analysis, reading ability, and reading, math, and science aptitude; rates of attendance, drop-out, and graduation; and degree of community/parental involvement and support.

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<sup>2</sup> Rating options are *excellent*, *good*, *fair*, and *poor*.

## PARENT PERCEPTIONS

Parents of students in five Kansas City charter schools completed a survey about their child's school. The five charter schools include three elementary schools (Academy of Kansas City<sup>1</sup>, Lee A. Tolbert Community Academy<sup>2</sup>, Scuola Vita Nuova<sup>3</sup>) one middle school (Southwest Charter School<sup>4</sup>), and one alternative middle school (Genesis School<sup>5</sup>). Parents were asked about prior school enrollment, reasons for choosing their child's charter school, satisfaction with their child's school, and parent involvement. Approximately 500 parents completed a survey.

Most charter schools are not included in the data presented in this section. Some schools had surveyed their parents prior to the state evaluation efforts, and some schools and their boards were in the process of developing their own survey instrument to obtain parent feedback. Principals of all schools, therefore, were asked to provide their "best estimate" of their students' prior school experiences and the reasons parents had selected their charter school.

Parents were asked about their child's school experience prior to enrolling in the charter school. Eighty-five percent of the parents indicated that their child had been enrolled in a public school (see Table 2.1). Almost all of these parents reported that their child had attended a KCMSD public school; others had attended public school in other metropolitan area districts or out of state. Eleven percent of the children had attended private schools, and 3% were not of school age. Approximately 80% of the elementary students had attended preschool. These figures correspond to the principals' perceptions of where their students had attended school prior to their charter school enrollment.

**Table 2.1. Percentage Distribution of Charter School Students' Prior School Experience as Reported by Parents & Estimated by Principals**

	Parent Reports (N = 498)	Principal Estimates
Our child was home schooled	1	1
Our child attended public school	85	77
Our child attended private school	11	5
Our child was not of school age	3	13

## PARENT PERCEPTIONS ABOUT THEIR CHILD'S CHARTER SCHOOL

Parents were asked to indicate their reason(s) for choosing the charter school that their child attends, and principals were asked for their perceptions of these choices. Most parents chose

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<sup>1</sup> 7% Response Rate

<sup>2</sup> 36% Response Rate

<sup>3</sup> 43% Response Rate

<sup>4</sup> 46% Response Rate

<sup>5</sup> 68% Response Rate

their child's charter school because of the school's philosophy about teaching and learning, because the curriculum/instructional focus meets their child's needs, and/or because the teachers are well qualified, views that are consistent with those expressed by the principals (see Table 2.2). Three-fourths of the parents reported that they had chosen their child's school because parents are asked for their opinions about how the school is run; 60% of the principals perceived this to be a factor in school selection. Approximately two-thirds of the parents chose the charter school because they were not satisfied with their child's learning opportunities; all of the principals perceived that parents had chosen a charter school for this reason. More than half of the parents chose the school because it is close to their home; nearly three-fourths of the principals felt that proximity to the home influenced the parent's decision.

**Table 2.2. Percentage of Parents and Principals Identifying Various Reasons for Charter School Selection**

	Parent Reports	Principals' Perceptions
I/we like this school's philosophy about teaching and learning.	93	93
This school has a curriculum/instructional focus that meets our/my child's needs.	92	100
This school has well qualified teachers.	90	87
This school asks for parents' opinions about how the school is run.	74	60
I was/we were not satisfied with our child's learning opportunities.	63	100
This school is close to our/my home.	55	73
Our/my child has special needs that this school addresses.	41	73
Our/my child had problems in his/her prior school.	39	93
Our/my friends or family send their children to this school.	38	93
I/we had safety concerns about the school our child used to attend.	37	73
Transportation is provided.	26	60
This school is close to our/my work.	25	73

Approximately 40% of the parents chose the charter school because their child had problems at his/her prior school and/or the charter school addresses their child's special needs. Nearly all of the principals felt that parents had chosen the charter school because their child had problems in his/her prior school, and almost three-fourths felt that parents wanted a school that addresses the special needs of their child. More than three-fourths of the parents from the alternative middle school reported that their child had problems in his/her prior school, and more than 60% of those parents indicated that their child has special needs that the charter school addresses. Between 18% and 36% of the parents from the other responding schools indicated that their child has special needs that are addressed by the school.

Approximately 40% of the parents reported that they chose their child's charter school because friends or family sent their children to the school; almost all of the principals perceived this

reason to be important to parents. Approximately 40% of the parents reported that they had safety concerns about the school their child previously attended. Over half of the parents from the alternative middle school reported these concerns, as well as approximately one-third of the parents from the other surveyed schools. Approximately three-fourths of the principals perceived that parents chose their charter school because they were concerned for their child's safety.

Approximately one-fourth of parents chose a particular charter school because transportation is provided. Almost two-thirds of the alternative middle school students' parents made their choice for this reason; only about one-fourth of the parents at two schools, and fewer than 10% from the remaining two schools, considered transportation to be a factor in their decision. Sixty percent of the principals felt that parents chose the school because transportation is provided.

Approximately one-fourth of parents chose their child's charter school because it is close to their work. Approximately 40% of the parents from two elementary schools indicated that they chose their child's charter school for this reason; fewer than one-fourth of the parents from the other three schools indicated proximity to work as a reason for choosing their child's school. Approximately three-fourths of the principals reported that the parents' choice was based on the school's proximity to the parent's place of employment, a particularly important factor when transportation is not provided. Other reasons listed by parents for choosing their child's school include new learning opportunities; excellent curriculum; and concerned, involved teachers.

Parents were asked about their satisfaction with their child's school. More than 85% of the charter school parents agreed that their child's teacher cares about his/her students, and that their child's teacher lets them know if she/he has concerns about their child. Almost all parents of elementary children agreed that their child works hard at the charter school; approximately two-thirds of the parents of middle school children agreed with this statement. Three-fourths of the parents indicated that their child receives extra help when it is needed, has the books and materials that he/she needs, is safe at the school, and likes attending the school. More than 90% of the parents from one of the elementary schools agreed that their child's teacher maintains good classroom discipline; approximately three-fourths of the parents from the other four schools agreed with this statement. Parents differed in their perceptions as to whether their child is assigned an appropriate amount of homework. Approximately two-thirds of the middle school parents agreed that their child is assigned an appropriate amount of homework, compared to over three-fourths of the elementary students' parents.

Parents were asked to rate how well they think their child is doing in their charter school. At two schools, none of the parents thought that their child is doing below average work; at two schools, fewer than 10% of the parents rated their child below average; and at the middle school, approximately 20% of the parents thought their child to be below average. More than half of the parents at each school rated their child as average. Almost half of the parents from one elementary school believed their child to be above average; more than one-third of the parents at another elementary school and at the alternative middle school believed their child to be above average; and approximately 20% of the parents from the remaining two schools rated their child above average.

Parents were asked to rate the quality of the charter school their child attends. Few parents rated the quality as *poor*. Nearly two-thirds of the parents from the alternative middle school rated its quality as *excellent*; more than 40% of the parents from two elementary schools rated their school as *excellent*; and approximately 15% of the parents at the remaining two schools gave their school a rating of *excellent*. Approximately half of the parents at each school rated the quality of the school as *good*. Fewer than 10% of the parents perceived their school's quality to be *fair*, with the exception of the middle school; approximately one-fourth of these parents rated the school as *fair*.

## PARENT INVOLVEMENT IN CHARTER SCHOOLS AND AT HOME

Parents were asked about their involvement with their child's charter school during 2000-01. Almost all parents reported that they felt welcome at the school (see Table 2.3). Ninety percent reported that they received regular communication about their child's progress and attended parent/teacher conferences during the 2000-01 school year. More than 80% of the parents reported that they visited their child's classroom during this time. Approximately two-thirds of the parents indicated that they were asked to give opinions about how the school is run.

**Table 2.3. Percentage of Charter School Parents' Reporting Various Types of Involvement**

	Yes
I/we feel welcome at this school.	97
I/we receive regular communication about how well our/my child is doing in school.	90
I/we attended parent/teacher conferences about our child during the 2000-01 school year.	89
I/we visited our child's classroom during the 2000-01 school year.	83
I am/we are asked to give our opinion on how the school is run.	68

Parents were asked to describe their child's home literacy experiences. Less than one-fifth of the parents read or tells stories to their child *daily* (see Table 2.4). Two-thirds of elementary school parents read or tell stories to their child *several times a week* or less frequently; less than one-fifth *never* read to their child. Typically, parents spend between 20 or 30 minutes reading to their child (see Table 2.5). More than one-fourth of the elementary parents listen to their child read *daily*, about one-half of them listen to their child read *several times a week*, and about one-fourth of them listen to their child read *several times a month* or less frequently.

About half of the children at elementary schools read at home on a *daily* basis; and about 40% read *several times a week*; the remaining 10% read less frequently. When elementary children read at home, they typically read for 20 to 30 minutes, according to their parents.



Nearly all parents reported that their elementary child talks about what they read *daily* or *several times a week*; about 10% indicated that their child talks about what he/she reads *several times a month* or less. At two elementary schools, more than three-fourths of the parents indicated that their child does homework *daily*, and about one-fourth reported that their child does homework *several times a week*. At the third elementary school, approximately two-thirds of the children do homework *several times a week*, and about one-fourth do homework *daily*. Parent reports of the frequency with which they check their child's homework corresponded to the frequency with which their child does homework, indicating that, in general, whenever homework is assigned, the parents ascertain that their child completes the assignment.

**Table 2.4. Percentage Distribution of Elementary Charter School Students' Home Literacy Experiences**

	Daily	Several Times a Week	Several Times a Month	Never or Almost Never	Not Appropriate for Child's Age
I/we tell stories to our child.	16	40	26	11	8
Our/my child is read to.	19	42	26	7	7
I/we listen to our child read.	26	46	21	3	4
Our/my child reads or looks at books.	50	41	7	2	
Our/my child talks about what he/she reads.	39	45	11	4	
Our/my child does homework.	67	27	4	3	
I/we check that our child does his/her homework.	68	28	3	1	

**Table 2.5. Percentage Distribution of Elementary Charter School Students' Time Spent on Home Literacy Experiences**

	5 minutes or less	About 20 minutes	About 30 minutes	1 hour or more	Not Appropriate for Our Child's Age
During a typical day when someone in your home reads to your child, about how much time is spent reading?	5	51	24	8	12
During a typical day when your child reads or looks at books at home, about how much time does he/she spend?	4	39	41	17	
During a typical day when your child does homework, about how much time does he/she spend?	4	26	36	34	

Over one-fourth of the middle school children read at home on a *daily* basis, more than one-third read *several times a week*, and one-fourth read *several times a month*. More than one-third of the middle school parents indicated that their child reads approximately 20 to 30 minutes per day.

At the middle schools, almost half of the students typically spend one hour or more doing homework; more than one-fourth of the students spend about 30 minutes; about one-fourth spend 20 minutes or less.

## **FUTURE EVALUATION NEEDS**

Improving the quality of information from parents is a priority need for the second year of the evaluation. In order to obtain representative information from parents in all schools, an evaluation meeting will be conducted in summer 2001 that invites participation of sponsors and all charter school principals. Agreement will be reached on a common set of questions/indicators that will be obtained from parents in terms of (1) activities in the home that support student learning and (2) parent perceptions of the quality of the charter school. In all likelihood, obtaining this data will require two separate administrations. For purposes of activities in the home that support learning, information requires collection in a way that identifies the student so data can be maintained at a student level of analysis. Given the large parent turnout for parent-teacher conferences, these conferences may provide the ideal opportunity for obtaining representative data. For purposes of parent perceptions of the quality of the charter school, this information will be obtained anonymously. However, procedures will be required to allow for follow-up of non-responses to ensure representative data.

Additional evaluation needs include more reliable methods of documenting in the student-level database reasons for student departures from the charter school. While some research has indicated that departures from charter schools represent that “parents vote with their feet,” a number of other reasons for early exits or late entries exist and require systematic documentation. Measurement is needed that differentiates exits and entries within and between school years. Exits within a school year may include reasons such as suspensions, parent/student dissatisfaction with the school, and parent/student failure to understand the implications of the charter school’s design (e.g., language immersion, extended day, year-round schooling). Reasons for exits between school years may include dissatisfaction with the student’s experience in the prior year, the charter school does not serve the next grade level, or the student is not on the school’s priority list for entrance.

## STUDENT ACHIEVEMENT

The development of the Missouri Assessment Program (MAP) has provided a basis for assessing academic achievement and how it should be measured for students in Missouri. The availability of MAP data on a statewide basis has greatly improved the potential for evaluating the impact of teaching and learning on student achievement. This situation differs dramatically from the evaluation of charter school effectiveness in California, which concluded that the diversity of assessment practices, philosophies, and available data—either from the state or schools—does not allow for conclusions about the performance of charter students compared to other public education students (Powell, Blackorby, Marsh, Finnegan, & Anderson, 1997).

The MAP was developed in response to Missouri Senate Bill 380. The MAP assessments include multiple choice questions, constructed responses, and performance events in all subject areas. It incorporates the TerraNova, a norm-referenced test developed by CTB McGraw Hill.

In addition to the MAP, university sponsors for the Kansas City Charter Schools and a charter school resource center (Nahas and Brigham) have additionally advised charter schools to administer a nationally normed test to all students. As of the spring of 2001, the Stanford 9 Achievement Battery (SAT 9) is administered to all charter school students; the intent is to administer the SAT 9 to all charter school students on a fall and spring basis.

The selection of this nationally-normed achievement test for Kansas City charter schools is due to the fact that it is also administered by the KCMSD, which administers the SAT 9 in the fall norming period. Because of the concern of being unable to be accountable for students who leave the school at the end of the school year (e.g., for instance, in situations where the next grade level is not served by the school), charter schools have initiated fall-spring testing at every grade level in 2000-01. Thus, a variety of achievement data will be available over the years for the purpose of evaluating Kansas City charter school performance.

### MAP 2000 DATA AND METRICS

Computerized MAP 2000 baseline data was obtained from the Missouri Department of Elementary and Secondary Education for 14 charter schools in the areas of communication arts, mathematics, science, and social studies. Students in grades 3, 7, and 11 are tested in communication arts; grades 4, 8, and 10 are tested in mathematics; grades 3, 7, and 10 are tested in science; and grades 4, 8, and 11 are tested in social studies. Because one charter school (Gordon Parks Elementary) did not serve the third grade in 2000, baseline MAP data for the school will be obtained in 2001.

Building data provided by the MAP include average scale scores, national percentile ranking of the mean TerraNova NCE score, and five levels of performance designated as *Step 1*, *progressing*, *nearing proficiency*, *proficient*, and *advanced*. Scale score ranges have been categorized to represent the five levels of performance. MAP reports to schools contain measures of the percent of students scoring in each level of performance.

Normal Curve Equivalent Scores (NCEs), unlike percentiles, are equal interval scores and meet criteria for valid aggregation. Although they cannot be validly aggregated, percentile rankings provide ease of interpretation at the individual student level that NCEs do not.

Charter school comparisons that are possible with MAP 2000 data are as follows:

- 1) State and KCMSD comparisons on the MAP by content area and grade level, and comparisons to national norms for the TerraNova portion of the MAP.
- 2) State and KCMSD comparisons on the MAP by content area, grade level, and student background characteristics (gender and race/ethnicity);
- 3) Comparisons of MAP scores for each charter school to KCMSD results by content area and grade level, summarizing over time the number of charter schools that exceed, meet, or are lower than average district performances;
- 4) Comparable school comparisons, initially defining “comparable” schools based on similar students served in terms of grade level, poverty, gender, and race/ethnicity; and
- 5) Structural equation modeling of the effects of student background characteristics and KCMSD/charter school attendance on MAP scores.

The computerized MAP database has some limitations that require future resolution. During their first year of operation, charter schools reported required MAP data, which did not include data on indicators of poverty (represented by eligibility for free or reduced price lunch). Discussions among sponsors, charter school representatives, and the evaluator focused on the importance of performance comparisons disaggregated by gender, race/ethnicity, and poverty. All schools agreed to report that data for MAP 2001.

Additionally, to preserve the anonymity of students, the database provided by DESE was stripped of student identification numbers and names. Since longitudinal databases will emerge over the five-year charters, linking MAP data to other achievement data, attendance data, and other measures will be required. For the present report, the lack of a link between MAP data and SAT 9 data means that only aggregate comparisons, rather than matched student comparisons, are possible for MAP 2000 and SAT 9 results.

## **STANFORD ACHIEVEMENT TEST DATA AND METRICS**

Score metrics provided by SAT 9 include scaled scores, NCEs, percentiles, and grade-equivalent scores. Increases in the size of scaled scores demonstrate that students are learning. NCEs and percentiles indicate how much students are learning relative to a national norming group; thus, if students are learning at the rate of their national peers, they will score at a higher scaled score upon subsequent testing, but at the same percentile or NCE score.<sup>1</sup> Since percentiles are not equal-interval measures, they are interpretable at the individual student level. Percentiles cannot be averaged or used as measures of growth. The unequal intervals are especially large at the lower and upper ends of the distribution, leading to invalid and inflated/deflated conclusions of growth in student achievement.

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<sup>1</sup> The failure to produce changes in percentiles or NCEs has oftentimes erroneously been interpreted to mean “no growth in achievement.” The correct interpretation is that students have not grown at a rate that exceeds their nationally-normed peers.

In the first year of operation, three of the eight charter schools serving elementary students tested students on the SAT 9 during the fall testing cycle. In spring 2000, four elementary charter schools did so. In fall 2000, all but one elementary charter school administered the SAT 9 to their students. In spring 2001, all elementary schools administered the SAT 9. All but two middle/secondary charter schools administered the SAT 9 during both fall and spring for both years. The two schools administered the SAT 9 during fall and spring of 2000-01.

Comparisons that are possible with SAT 9 data are as follows:

- 1) Comparisons to a national norm using an equal-interval score (i.e., NCEs),
- 2) Fall-spring comparisons of student gains for each school year and as a trend analysis, and
- 3) Longitudinal (same student) comparisons of student gains<sup>2</sup> for (a) fall-spring testing cycles and (b) annual fall-fall and spring-spring testing cycles.

Another potential for comparisons could be the performance of charter schools relative to other Kansas City metropolitan schools. This comparison is not presently an option based on data that is made public at the school level. Most districts and schools do not report aggregated results of student-level normative data; rather, they use “school-level” norms, which have been criticized for more than a decade for producing inflated estimates of school performance.

## **Limitations**

The meaning of grade-equivalent scores, which continue to be the favored reporting scores among many educators and evaluators of the success of charter schools (see Lansley et al., 1999, pp 505-506), has a long history of misinterpretation worthy of discussion. Grade-equivalent scores are simply linear transformations set to a scale that typically ranges from K.1 to 12.9 rather than from 1-99, the range for NCE and percentile scores. This range is contained on all test levels; thus, a third grader who scores very high on the test may get a grade-equivalent score of 8.3, for example. Very frequently, this score is misinterpreted to mean that the student performs at the 8<sup>th</sup> grade level when, in point of fact, no 8<sup>th</sup> grade items are contained on the test.

Additionally, the interpretation of grade-equivalent scores as rather precise indicators of month-in-grade achievement perpetuates the notion that the psychometric community can provide information on what students should and do know on a month-by-month basis (Pfannenstiel, 1992). Because they are simply another linear scale based on the same items and test results, grade-equivalent scores can provide no more information about whether a child is “on grade level” or has gained “one year’s growth”<sup>3</sup> than can NCEs, percentiles, or standard scores. Claims that students, on average, make “a full year’s growth” (for example, from an average grade-equivalent score of 5.4 to a grade-equivalent of 6.4) sound impressive and are used to substantiate effective schooling; in reality, they may only mean that the students increased from the 33<sup>rd</sup> to the 38<sup>th</sup> NCE,

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<sup>2</sup> Gain scores will be initially computed as the difference between post-test and pretest scores for matched students. To be technically precise, regressed difference scores should be used. However, these scores lack the apparent interpretability that difference scores provide. Thus, the more readily interpretable difference scores will be used except when technically precise analyses of effectiveness are reported in future evaluation reports.

<sup>3</sup> The charter School Information Center, in their section on “Academic Accountability,” recommends that “the primary goal is to obtain one plus year of progress for each student.”

for example. One can no more claim that a difference of 1.0 on a grade-equivalent measure constitutes a year's growth in learning or mastery of a grade level than one can claim that an increase of 5 NCEs constitutes a year of growth. Too often, the incorrect interpretation of grade-equivalent scores leads to conclusions of success or failure when those conclusions are unwarranted.

Limitations of the SAT 9 database include its failure to provide a measure of racial/ethnic identity, an important variable for disaggregation. This will be corrected for future evaluation reports. For the present report, SAT 9 data cannot be disaggregated to compare it with MAP data by race/ethnicity. Additionally, obtaining student-level SAT 9 data from Edison Schools will be pursued to allow for Allen Edison Educational Village's inclusion in all analyses.

## **AGGREGATE MAP 2000 BASELINE ACHIEVEMENT RESULTS**

Comparisons of aggregate charter school baseline achievement for MAP 2000 by content area and grade level indicate that students in charter schools scored lower than KCMSD students in most comparisons; both KCMSD and charter schools scored significantly and meaningfully below state averages.

### **MAP Communication Arts**

In 3<sup>rd</sup> grade communication arts, KCMSD students scored about one-half of a standard deviation, and charter school students scored more than two-thirds of a standard deviation, below the state average (see Table 3.1). Differences between KCMSD students and charter school students are significant at  $p < .0001$ . Thirty percent of 3<sup>rd</sup> graders statewide, 55% of 3<sup>rd</sup> graders in KCMSD, and 66% of 3<sup>rd</sup> graders in charter schools scored in the lowest two levels of the MAP.

In 7<sup>th</sup> grade communication arts, no statistical or meaningful difference exists between KCMSD and charter students. Both scored about three-fourths of a standard deviation below the state average. About 70% of KCMSD and charter school 7<sup>th</sup> graders scored in the lowest two levels of MAP communication arts, compared to 38% for the state.

In 11<sup>th</sup> grade communication arts, KCMSD students scored about two-thirds of a standard deviation, and charter school students scored a full standard deviation, below the state average. Differences between KCMSD students and charter school students are significant at  $p < .0001$ . The percentage of students at the lowest two levels differs widely among students statewide, KCMSD students, and charter school students. Forty percent of 11<sup>th</sup> grade students statewide, 57% of KCMSD 11<sup>th</sup> graders, and 81% of charter school 11<sup>th</sup> graders scored in the lowest two levels of the MAP communication arts assessment.

### **MAP Mathematics**

In 4<sup>th</sup> grade mathematics, KCMSD students scored almost three-fourths of a standard deviation, and charter school students scored more than three-fourths of a standard deviation, below the state average MAP scale mean (see Table 3.2). The difference in scale score performance of KCMSD 4<sup>th</sup> graders and charter school 4<sup>th</sup> graders is not statistically significant. Twenty-two

**Table 3.1. MAP 2000 Communication Arts Baseline Results for State of Missouri, KCMSD, and Charter School Students by Grade Level**

State			KCMSD		Charter	
Communication Arts						
Grade 3 (N)	(69,638)	s.d.	(2,839)	s.d.	(243)	s.d.
MAP Mean	638	34.0	617	37.4	606	40.1
% lowest 2 levels	30		55		64	
TerraNova NP Mean	58	27.5	41	28.2	37	27.8
TerraNova NCE Mean	56	20.1	44	20.5	41	20.3
Grade 7 (N)	(66,713)	s.d.	(1,981)	s.d.	(416)	s.d.
MAP Mean	675	35.5	648	38.8	646	38.0
% lowest 2 levels	38		68		70	
TerraNova NP Mean	57	26.4	39	26.0	38	26.2
TerraNova NCE Mean	55	19.2	42	19.3	42	18.9
Grade 11 (N)	(53,396)	s.d.	(948)	s.d.	(208)	s.d.
MAP Mean	713	32.8	692	34.2	679	34.1
% lowest 2 levels	39		67		81	
TerraNova NP Mean	60	25.0	45	25.9	39	23.7
TerraNova NCE Mean	57	17.5	46	17.7	43	15.6

**Table 3.2. MAP 2000 Mathematics Baseline Results for State of Missouri, KCMSD, and Charter School Students by Grade Level**

State			KCMSD		Charter	
Mathematics						
Grade 4 (N)	(69,554)	s.d.	(2,807)	s.d.	(165)	s.d.
MAP Mean	641	39.1	614	38.7	608	38.3
% lowest 2 levels	22		48		58	
TerraNova NP Mean	58	27.6	38	26.2	36	26.6
TerraNova NCE Mean	56	20.3	42	18.8	41	19.6
Grade 8 (N)	(67,527)	s.d.	(1,886)	s.d.	(371)	s.d.
MAP Mean	697	44.4	668	43.8	652	45.0
% lowest 2 levels	57		83		92	
TerraNova NP Mean	57	29.2	35	27.3	30	24.0
TerraNova NCE Mean	55	21.3	39	20.3	35	18.4
Grade 10 (N)	(59,979)	s.d.	(1,246)	s.d.	(307)	s.d.
MAP Mean	727	47.9	685	51.6	672	41.5
% lowest 2 levels	60		87		95	
TerraNova NP Mean	64	28.4	41	29.0	34	22.8
TerraNova NCE Mean	60	21.8	43	22.0	39	16.7



percent of 4<sup>th</sup> graders statewide, 48% of 4<sup>th</sup> graders in KCMSD, and 58% of 4<sup>th</sup> graders in charter schools scored in the lowest two levels of the MAP in mathematics.

In 8<sup>th</sup> grade mathematics, KCMSD students scored two-thirds of a standard deviation below the state average, and charter students scored almost a full standard deviation below the state average ( $p < .0001$ ). Eighty-three percent of KCMSD and 92% of charter school 8<sup>th</sup> graders scored in the lowest two levels of MAP mathematics, compared to 58% for the state.

In 10<sup>th</sup> grade mathematics, KCMSD students scored more than three-fourths of a standard deviation, and charter school students scored more than a full standard deviation, below the state average ( $p < .0001$ ). Sixty percent of 10<sup>th</sup> grade students statewide, 87% of KCMSD 10<sup>th</sup> graders, and 95% of charter school 10<sup>th</sup> graders scored in the lowest two levels of the MAP mathematics assessment.

## **MAP Science**

In 3<sup>rd</sup> grade science, KCMSD students scored two-thirds of a standard deviation, and charter school students scored more than a full standard deviation, below the state average (see Table 3.3). This difference is significant at  $p < .0001$ . Nineteen percent of 3<sup>rd</sup> graders statewide, 45% of 3<sup>rd</sup> graders in KCMSD, and 65% of 3<sup>rd</sup> graders in charter schools scored in the lowest two levels of the MAP in science.

In 7<sup>th</sup> grade science, no significant difference exists between KCMSD and charter students. Both scored a full standard deviation below the state average. About 90% of KCMSD and charter school 7<sup>th</sup> graders scored in the lowest two levels of the MAP in science, compared to 59% for the state.

In 10<sup>th</sup> grade science, KCMSD students scored a full standard deviation, and charter school students scored one-and-one-half standard deviations, below the state average. This difference is significant at  $p < .0001$ . Fifty-six percent of 10<sup>th</sup> grade students statewide, 87% of KCMSD 10<sup>th</sup> graders, and 97% of charter school 10<sup>th</sup> graders scored in the lowest two levels of the MAP science assessment.

## **MAP Social Studies**

In 4<sup>th</sup> grade social studies, KCMSD students scored two-thirds of a standard deviation, and charter school students scored more than a full standard deviation, below the state average MAP scale mean (see Table 3.4). This difference is significant at  $p < .0001$ . Thirty-two percent of 4<sup>th</sup> graders statewide, 60% of 4<sup>th</sup> graders in KCMSD, and 74% of 4<sup>th</sup> graders in charter schools scored in the lowest two levels of the MAP in social studies.

In 8<sup>th</sup> grade social studies, KCMSD students scored more than two-thirds of a standard deviation below the state average, and charter students scored more than a full standard deviation below the state average. This difference is significant at  $p < .01$ . Sixty-five percent of KCMSD and

74% of charter school 8<sup>th</sup> graders scored in the lowest two levels of MAP social studies, compared to 31% for the state.

In 11<sup>th</sup> grade social studies, KCMSD students scored three-fourths of a standard deviation, and charter school students scored more than a full standard deviation, below the state average. This difference is significant at  $p = .01$ . Forty-five percent of 11<sup>th</sup> grade students statewide, 75% of KCMSD 11<sup>th</sup> graders, and 87% of charter school 11<sup>th</sup> graders scored in the lowest two levels of the MAP social studies assessment.

**Table 3.3. MAP 2000 Science Baseline Results for State of Missouri, KCMSD, and Charter School Students by Grade Level**

State			KCMSD		Charter	
Science						
Grade 3 (N)	(69,928)	s.d.	(2,882)	s.d.	(208)	s.d.
MAP Mean	635	38.4	609	43.0	590	42.3
% lowest 2 levels	19		45		65	
TerraNova NP Mean	64	28.9	43	30.2	35	27.9
TerraNova NCE Mean	61	21.9	45	22.5	40	20.8
Grade 7 (N)	(67,121)	s.d.	(2,000)	s.d.	(402)	s.d.
MAP Mean	684	34.7	650	38.0	650	37.7
% lowest 2 levels	59		89		93	
TerraNova NP Mean	57	26.8	35	25.8	33	24.6
TerraNova NCE Mean	55	19.1	39	18.6	38	18.1
Grade 10 (N)	(59,922)	s.d.	(1,232)	s.d.	(288)	s.d.
MAP Mean	710	36.1	676	40.5	657	36.5
% lowest 2 levels	56		87		97	
TerraNova NP Mean	62	25.9	38	25.8	27	19.8
TerraNova NCE Mean	58	18.4	42	18.4	35	14.2

**Table 3.4. MAP 2000 Social Studies Baseline Results for State of Missouri, KCMSD, and Charter School Students by Grade Level**

State			KCMSD		Charter	
Social Studies						
Grade 4 (N)	(69,441)	s.d.	(2,797)	s.d.	(166)	s.d.
MAP Mean	652	25.9	634	28.9	623	30.9
% lowest 2 levels	32		60		74	
TerraNova NP Mean	63	25.3	47	26.5	42	28.6
TerraNova NCE Mean	59	18.7	49	18.9	45	20.8
Grade 8 (N)	(67,364)	s.d.	(2,120)	s.d.	(129)	s.d.
MAP Mean	690	30.3	665	30.7	657	35.1
% lowest 2 levels	31		65		74	
TerraNova NP Mean	61	26.8	41	26.1	37	26.2
TerraNova NCE Mean	58	19.5	44	18.4	42	18.6
Grade 11 (N)	(54,105)	s.d.	(1,128)	s.d.	(76)	s.d.
MAP Mean	714	26.7	694	30.3	688	23.8
% lowest 2 levels	45		75		87	
TerraNova NP Mean	60	24.9	44	25.2	36	20.6
TerraNova NCE Mean	57	17.7	46	17.8	41	15.3

## **TerraNova Comparisons to National Norms**

Normal Curve Equivalent (NCE) scores from the TerraNova portion of the MAP allow for state, KCMSD, and charter school comparisons to a nationally-normed group of students for all content areas and grade levels tested. These comparisons indicate that students in the State of Missouri score somewhat above the national average at all grade levels and in all content areas tested. Though some variation exists among grade levels and subject areas, the average student in Missouri scores between the 55<sup>th</sup> and 60<sup>th</sup> NCE compared to their national peers who score at the 50<sup>th</sup> NCE.

Students in the KCMSD score lower than the national average at all grade levels and content areas except in 3<sup>rd</sup> grade social studies, where students score at the national average. Though some variation exists among grade levels and subject areas, the average student in the KCMSD scores between the 39<sup>th</sup> and 49<sup>th</sup> NCE. Their best performances are in social studies, where NCEs average 44 in 8<sup>th</sup> grade, 46 in 11<sup>th</sup> grade, and 49 in 4<sup>th</sup> grade. In each content area, 7<sup>th</sup> and 8<sup>th</sup> graders score the lowest—between the 39<sup>th</sup> and 44<sup>th</sup> NCE across content areas.

For each grade level and content area, charter school students score lower than the national average and lower than the KCMSD average. Across grade levels and content areas, the average charter school performance ranges from the 35<sup>th</sup> to 45<sup>th</sup> NCE.

## **Gender Differences on MAP Baseline Results**

State level gender differences are not meaningful for 3<sup>rd</sup> grade communication arts but are statistically significant and meaningfully different for 7<sup>th</sup> and 11<sup>th</sup> grades. Seventh and 11<sup>th</sup> grade female students statewide scored one-third of a standard deviation above their male counterparts in communication arts. Gender differences in KCMSD schools are statistically significant and meaningfully different in 3<sup>rd</sup> and 7<sup>th</sup> grade communication arts. Male third grade students scored one-fourth and male 7<sup>th</sup> grade students scored about one-half of a standard deviation below female students.

Statistically significant and meaningful gender differences exist in charter schools at every grade level in communication arts; male students scored more than one-third of a standard deviation below female students. The largest gender differences for charter school students is in the 3<sup>rd</sup> grade, where 77% of males, compared to 50% of females, scored in the lowest two levels of the MAP communication arts.

No statistically significant gender differences exist in any other content area or grade level for the state or charter schools on average MAP baseline achievement (see Tables 3.5 – 3.8). However, 4<sup>th</sup> grade and 8<sup>th</sup> grade males in the KCMSD scored significantly lower on the MAP social studies assessment than their female peers.

**Table 3.5. MAP 2000 Communication Arts Baseline Results for State of Missouri, KCMSD, and Charter School Students by Grade Level and Gender**

Communication Arts	State				KCMSD				Charter			
	Female		Male		Female		Male		Female		Male	
<b>Grade 3 (N)</b>	(34,220)	s.d.	(35,221)	s.d.	(1,432)	s.d.	(1,390)	s.d.	(117)	s.d.	(125)	s.d.
MAP Mean	642	34.1	635	33.6	620	37.3	614	37.2	613	40.7	600	38.7
% lowest 2 levels	27		34		51		59		50		77	
TerraNova NP Mean	59	27.2	56	27.7	43	28.1	40	28.2	43	28.3	32	26.3
TerraNova NCE Mean	57	20.0	55	20.2	46	20.2	43	20.7	44	20.8	37	19.3
<b>Grade 7 (N)</b>	(32,611)	s.d.	(33,723)	s.d.	(1,014)	s.d.	(959)	s.d.	(206)	s.d.	(203)	s.d.
MAP Mean	681	34.2	669	35.8	657	35.4	639	39.9	653	33.4	638	40.6
% lowest 2 levels	31		44		60		77		64		76	
TerraNova NP Mean	61	25.0	54	27.2	44	25.3	34	25.7	42	24.4	34	27.0
TerraNova NCE Mean	58	18.3	53	19.8	46	18.0	38	19.9	45	16.4	38	20.3
<b>Grade 11 (N)</b>	(26,647)	s.d.	(26,267)	s.d.	(512)	s.d.	(433)	s.d.	(113)	s.d.	(85)	s.d.
MAP Mean	718	30.9	708	33.7	694	33.5	690	35.2	685	30.5	672	38.3
% lowest 2 levels	33		45		66		69		78		84	
TerraNova NP Mean	62	23.5	58	26.3	45	25.3	45	26.7	42	23.2	36	24.2
TerraNova NCE Mean	58	16.3	56	18.5	46	17.1	47	18.5	45	15.0	41	16.4

**Table 3.6. MAP 2000 Mathematics Baseline Results for State of Missouri, KCMSD,  
and Charter School Students by Grade Level and Gender**

<b>Mathematics</b>	<b>State</b>				<b>KCMSD</b>				<b>Charter</b>			
	<b>Female</b>		<b>Male</b>		<b>Female</b>		<b>Male</b>		<b>Female</b>		<b>Male</b>	
<b>Grade 4 (N)</b>	(34,031)	s.d.	(35,320)	s.d.	(1,396)	s.d.	(1,404)	s.d.	(83)	s.d.	(77)	s.d.
MAP Mean	641	38.9	641	39.3	615	37.2	612	40.0	613	36.1	602	39.9
% lowest 2 levels	23		22		47		50		58		58	
TerraNova NP Mean	57	27.2	59	28.0	39	25.8	38	26.5	38	26.7	33	26.1
TerraNova NCE Mean	56	19.8	57	20.7	43	18.5	42	19.2	43	18.9	38	20.0
<b>Grade 8 (N)</b>	(32,840)	s.d.	(34,307)	s.d.	(953)	s.d.	(926)	s.d.	(200)	s.d.	(166)	s.d.
MAP Mean	697	43.2	698	45.5	669	41.8	666	45.8	655	44.9	648	45.5
% lowest 2 levels	58		56		83		83		91		93	
TerraNova NP Mean	56	28.6	58	29.7	35	26.9	34	27.6	31	24.8	28	23.1
TerraNova NCE Mean	55	20.6	56	22.0	40	19.7	38	21.0	37	18.7	34	18.1
<b>Grade 10 (N)</b>	(29,614)	s.d.	(29,768)	s.d.	(698)	s.d.	(540)	s.d.	(143)	s.d.	(153)	s.d.
MAP Mean	727	45.8	727	49.8	688	49.3	682	54.0	671	38.7	673	43.0
% lowest 2 levels	61		59		87		86		98		93	
TerraNova NP Mean	63	27.6	65	29.1	41	27.7	41	30.5	31	20.1	36	24.6
TerraNova NCE Mean	59	20.8	61	22.8	44	20.6	43	23.7	37	14.4	40	18.3

**Table 3.7. MAP 2000 Science Baseline Results for State of Missouri, KCMSD, and Charter School Students by Grade Level and Gender**

Science	State				KCMSD				Charter			
	Female		Male		Female		Male		Female		Male	
<b>Grade 3 (N)</b>	(34,262)	s.d.	(35,449)	s.d.	(1,442)	s.d.	(1,425)	s.d.	(103)	s.d.	(104)	s.d.
MAP Mean	632	37.6	638	38.8	608	43.1	610	43.0	589	41.4	592	43.3
% lowest 2 levels	20		17		46		44		65		64	
TerraNova NP Mean	62	28.9	66	28.7	42	29.6	43	30.9	35	27.0	35	29.0
TerraNova NCE Mean	59	21.6	62	22.1	45	21.8	46	23.2	39	19.6	41	21.9
<b>Grade 7 (N)</b>	(32,631)	s.d.	(33,985)	s.d.	(1,009)	s.d.	(972)	s.d.	(202)	s.d.	(192)	s.d.
MAP Mean	681	33.2	686	35.9	652	35.8	648	40.2	649	35.8	651	39.7
% lowest 2 levels	63		56		90		88		93		93	
TerraNova NP Mean	55	26.3	59	27.1	35	25.6	34	26.1	30	22.7	35	26.0
TerraNova NCE Mean	54	18.4	57	19.7	40	18.1	39	19.1	36	16.7	39	19.3
<b>Grade 10 (N)</b>	(29,628)	s.d.	(29,751)	s.d.	(699)	s.d.	(529)	s.d.	(138)	s.d.	(144)	s.d.
MAP Mean	707	34.1	713	37.6	674	38.7	678	42.7	653	32.0	661	39.4
% lowest 2 levels	61		52		89		83		100		94	
TerraNova NP Mean	60	24.8	64	26.8	37	24.5	40	27.4	24	16.6	30	22.3
TerraNova NCE Mean	56	17.1	60	19.5	41	17.5	43	19.5	33	12.3	36	16.0

**Table 3.8. MAP 2000 Social Studies Baseline Results for State of Missouri, KCMSD,  
and Charter School Students by Grade Level and Gender**

<b>Social Studies</b>	<b>State</b>				<b>KCMSD</b>				<b>Charter</b>			
	<b>Female</b>		<b>Male</b>		<b>Female</b>		<b>Male</b>		<b>Female</b>		<b>Male</b>	
<b>Grade 4 (N)</b>	(33,892)	s.d.	(35,251)	s.d.	(1,400)	s.d.	(1,390)	s.d.	(83)	s.d.	(80)	s.d.
MAP Mean	651	25.3	653	26.3	636	27.3	633	30.1	625	29.3	622	32.0
% lowest 2 levels	33		31		58		61		75		73	
TerraNova NP Mean	62	24.9	63	25.6	49	25.6	46	27.3	42	27.4	42	29.8
TerraNova NCE Mean	59	18.2	60	19.1	49	17.9	48	19.7	46	19.7	45	21.4
<b>Grade 8 (N)</b>	(32,718)	s.d.	(34,182)	s.d.	(1,091)	s.d.	(1,019)	s.d.	(57)	s.d.	(70)	s.d.
MAP Mean	691	29.0	690	31.4	668	28.3	662	32.9	663	37.0	651	33.3
% lowest 2 levels	31		32		64		67		67		80	
TerraNova NP Mean	61	26.0	61	27.5	42	25.5	39	26.5	42	28.1	34	24.3
TerraNova NCE Mean	58	18.8	58	20.0	45	17.7	42	18.9	45	19.7	39	17.5
<b>Grade 11 (N)</b>	(26,865)	s.d.	(26,778)	s.d.	(577)	s.d.	(534)	s.d.	(40)	s.d.	(36)	s.d.
MAP Mean	713	24.7	715	28.5	694	28.6	696	31.4	691	25.6	685	21.6
% lowest 2 levels	47		43		77		71		85		89	
TerraNova NP Mean	59	23.6	61	26.0	42	24.6	45	25.9	40	20.2	31	20.3
TerraNova NCE Mean	56	16.3	58	18.9	45	17.3	47	18.3	44	14.7	38	15.5



## Minority/Non-Minority Differences on MAP Baseline Results

Very large minority/non-minority differences exist at the state level in MAP baseline results for each grade level and subject area. Minority/non-minority differences in achievement are larger at the state level than they are in the KCMSD, with differences of about three-fourths of a standard deviation in almost all grade levels and content areas. In most grade levels and content areas, the percentage of minority students scoring in the lowest two levels on the MAP statewide are double the percentage of non-minority students (see Tables 3.9 – 3.12).

Differences between minority/non-minority students within the KCMSD are statistically significant ( $p < .0001$ ) and meaningfully different in all grade levels and content areas. In communication arts, non-minority students scored one-third to one-half of a standard deviation higher than minority students. Differences are statistically significant ( $p < .0001$ ) and meaningfully larger for mathematics, where non-minority students scored one-half of a standard deviation higher in the 4<sup>th</sup> and 8<sup>th</sup> grades, and two-thirds of a standard deviation higher at the 10<sup>th</sup> grade level. In science, non-minority students scored more than one-half of a standard deviation higher in the 3<sup>d</sup> and 7<sup>th</sup> grades, and almost a full standard deviation higher in the 10<sup>th</sup> grade. In social studies, non-minority 4<sup>th</sup> graders scored two-thirds of a standard deviation, 8<sup>th</sup> graders scored about one-half of a standard deviation, and 11<sup>th</sup> graders scored more than one standard deviation higher than minority students.

Caution should be exercised when interpreting minority/non-minority differences within charter schools because of the relatively small numbers of non-minority students, especially in grades 10 and 11 where only about 10 non-minority students were tested on the MAP (none of these differences were statistically significant.) Non-minority students in charter schools scored significantly and meaningfully higher than minority students in every content area for 3<sup>d</sup>, 4<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade levels ( $p < .0001$ ). Differences are very large, ranging from a low of three-fourths of a standard deviation in 7<sup>th</sup> grade communication arts to more than a full standard deviation for all other grade levels and content area comparisons.

No consistent pattern of meaningful differences in the baseline MAP achievement of minority students in KCMSD and charter schools exists. Small differences in the MAP baseline achievement for 3<sup>rd</sup> and 11<sup>th</sup> graders exist in communication arts (about one-fourth of a standard deviation); no meaningful differences exist for 7<sup>th</sup> graders. Minority 4<sup>th</sup> graders in KCMSD scored about one-fourth of a standard deviation, and 8<sup>th</sup> graders scored one-third of a standard deviation, higher than minority charter students in mathematics; no significant differences exist for 10<sup>th</sup> graders in mathematics. In science, 3<sup>rd</sup> grade KCMSD minority students scored about one-half of a standard deviation, and 10<sup>th</sup> graders scored one-third of a standard deviation, higher than minority charter students at those grade levels; no significant differences exist for minority 7<sup>th</sup> graders. In social studies, 4<sup>th</sup> grade KCMSD minority students scored two-thirds of a standard deviation, and 8<sup>th</sup> graders scored one-third of a standard deviation, higher than minority students in charter schools at those grade levels; no significant differences exist for minority students in 11<sup>th</sup> grade social studies.

**Table 3.9. MAP 2000 Communication Arts Baseline Results for State of Missouri, KCMSD, and Charter School Students by Grade Level and Racial/Ethnic Status**

Communication Arts	State						KCMSD						Charter					
	Min <sup>4</sup>		N-M		MD		Min		N-M		MD		Min		N-M		MD	
<b>Grade 3 (N)</b>	(15,614)	s.d.	(52,432)	s.d.	(1,592)	s.d.	(2,316)	s.d.	(500)	s.d.	(23)	s.d.	(197)	s.d.	(26)	s.d.	(20)	s.d.
MAP Mean	623	35.0	643	32.4	640	32.7	615	36.8	628	38.2	617	33.9	605	35.5	640	42.1	575	50.5
% lowest 2 levels	48		25		27		58		38		52		67		27		80	
TerraNova NP Mean	45	27.3	62	26.4	59	26.5	39	27.5	52	29.1	45	29.3	35	25.9	64	25.3	24	29.6
TerraNova NCE Mean	47	19.4	59	19.5	57	19.5	43	19.9	52	21.4	46	21.3	40	18.3	60	19.5	29	25.5
<b>Grade 7 (N)</b>	(13,734)	s.d.	(51,306)	s.d.	(1,673)	s.d.	(1,604)	s.d.	(354)	s.d.	(23)	s.d.	(356)	s.d.	(26)	s.d.	(34)	s.d.
MAP Mean	657	36.9	680	33.4	669	35.0	645	37.7	662	39.1	625	53.9	644	35.5	673	42.6	641	51.2
% lowest 2 levels	59		32		44		71		56		83		72		35		71	
TerraNova NP Mean	45	26.3	61	25.3	54	26.0	37	25.2	48	27.7	27	24.9	37	24.7	62	31.1	38	29.2
TerraNova NCE Mean	46	19.0	58	18.6	52	18.5	41	18.8	49	20.1	33	20.1	41	17.8	58	22.1	40	22.7
<b>Grade 11 (N)</b>	(8,803)	s.d.	(42,985)	s.d.	(1,608)	s.d.	(788)	s.d.	(152)	s.d.	(8)	s.d.	(184)	s.d.	(8)	s.d.	(16)	s.d.
MAP Mean	698	33.7	716	31.7	709	32.9	689	33.1	708	35.9	683	27.0	679	33.2	707	29.3	670	41.4
% lowest 2 levels	59		34		45		72		41		75		83		38		81	
TerraNova NP Mean	49	25.4	62	24.3	57	25.3	42	25.2	59	25.5	36	26.3	38	23.2	63	21.3	38	26.3
TerraNova NCE Mean	49	17.2	58	17.1	55	17.5	45	17.2	55	18.0	39	18.6	43	15.2	58	13.3	42	18.7

<sup>4</sup> Min = Minority, N-M = Non-minority, MD = Missing data

**Table 3.10. MAP 2000 Mathematics Baseline Results for State of Missouri, KCMSD,  
and Charter School Students by Grade Level and Racial/Ethnic Status**

Mathematics	State						KCMSD						Charter					
	Min <sup>5</sup>		N-M		MD		Min		N-M		MD		Min		N-M		MD	
<b>Grade 4 (N)</b>	(15,114)	s.d.	(52,877)	s.d.	(1,563)	s.d.	(2,330)	s.d.	(470)	s.d.	(7)	s.d.	(140)	s.d.	(22)	s.d.	(3)	s.d.
MAP Mean	619	38.2	647	37.3	639	35.4	610	36.7	631	42.5	610	63.9	600	32.1	663	26.5	559	14.4
% lowest 2 levels	43		17		21		52		30		29		66		5		100	
TerraNova NP Mean	43	26.7	62	26.4	58	26.3	36	24.7	51	29.1	45	36.2	30	20.5	79	20.6	5	1.5
TerraNova NCE Mean	46	19.0	59	19.6	56	18.8	41	17.7	51	21.4	46	32.2	36	14.8	72	17.3	14	3.6
<b>Grade 8 (N)</b>	(13,210)	s.d.	(52,551)	s.d.	(1,766)	s.d.	(1,519)	s.d.	(358)	s.d.	(9)	s.d.	(339)	s.d.	(23)	s.d.	(9)	s.d.
MAP Mean	670	46.2	704	41.2	694	44.4	663	41.3	687	48.5	673	56.0	649	43.4	701	35.0	636	59.2
% lowest 2 levels	80		51		60		87		65		78		95		57		89	
TerraNova NP Mean	40	28.4	61	27.8	56	29.1	32	25.0	48	31.6	37	40.8	28	22.3	61	23.8	32	32.4
TerraNova NCE Mean	43	20.8	58	20.3	55	21.0	37	18.6	49	24.0	41	34.8	34	17.5	57	15.8	34	24.9
<b>Grade 10 (N)</b>	(10,588)	s.d.	(46,743)	s.d.	(2,648)	s.d.	(1,020)	s.d.	(207)	s.d.	(19)	s.d.	(266)	s.d.	(11)	s.d.	(30)	s.d.
MAP Mean	698	50.3	734	44.8	724	48.4	680	49.5	711	54.1	669	51.7	673	39.0	695	71.0	649	41.2
% lowest 2 levels	81		55		61		90		70		89		96		73		100	
TerraNova NP Mean	48	29.2	67	27.0	62	28.7	38	27.6	55	31.5	38	29.4	34	22.5	53	31.7	26	17.7
TerraNova NCE Mean	49	21.8	63	21.0	59	21.8	42	21.0	53	24.4	42	22.3	39	16.4	54	21.6	33	14.7

<sup>5</sup> Min = Minority, N-M = Non-minority, MD = Missing data

**Table 3.11. MAP 2000 Science Baseline Results for State of Missouri, KCMSD,  
and Charter School Students by Grade Level and Racial/Ethnic Status**

Science	State						KCMSD						Charter					
	Min <sup>6</sup>		N-M		MD		Min		N-M		MD		Min		N-M		MD	
<b>Grade 3 (N)</b>	(15,731)	s.d.	(52,053)	s.d.	(2,144)	s.d.	(2,350)	s.d.	(509)	s.d.	(23)	s.d.	(177)	s.d.	(31)	s.d.	(0)	s.d.
MAP Mean	613	40.2	641	35.3	640	36.0	604	41.3	629	45.4	607	36.3	581	35.5	642	42.1	0	
% lowest 2 levels	39		12		14		49		23		48		73		16		0	
TerraNova NP Mean	48	30.0	69	26.7	67	27.0	39	28.9	59	31.4	39	28.5	28	23.2	72	23.9	0	
TerraNova NCE Mean	49	21.9	64	20.7	64	20.8	43	21.3	57	24.2	44	20.3	35	16.9	67	19.7	0	
<b>Grade 7 (N)</b>	(13,849)	s.d.	(50,905)	s.d.	(2,367)	s.d.	(1,577)	s.d.	(356)	s.d.	(67)	s.d.	(353)	s.d.	(33)	s.d.	(16)	s.d.
MAP Mean	660	36.7	690	31.1	685	34.4	647	36.7	667	38.7	630	38.8	647	36.5	682	35.1	654	39.5
% lowest 2 levels	83		53		58		92		75		97		95		64		88	
TerraNova NP Mean	40	26.5	62	25.0	58	26.5	32	24.4	46	29.1	24	21.5	30	22.6	61	24.7	37	28.5
TerraNova NCE Mean	44	18.8	58	18.0	56	19.0	38	17.5	48	20.9	32	17.0	36	17.0	58	17.6	40	19.2
<b>Grade 10 (N)</b>	(10,649)	s.d.	(46,139)	s.d.	(3,134)	s.d.	(1,009)	s.d.	(205)	s.d.	(18)	s.d.	(250)	s.d.	(11)	s.d.	(27)	s.d.
MAP Mean	687	40.0	715	32.8	712	36.3	670	38.5	705	37.6	667	42.5	657	35.7	682	58.8	651	29.8
% lowest 2 levels	79		51		54		91		63		83		98		73		100	
TerraNova NP Mean	46	27.3	65	24.3	63	25.8	34	23.5	58	27.4	32	31.1	27	19.5	42	32.1	21	12.3
TerraNova NCE Mean	47	18.9	60	17.4	59	18.5	39	16.7	56	19.7	36	23.6	35	13.9	45	23.9	31	10.6

<sup>6</sup> Min = Minority, N-M = Non-minority, MD = Missing data

**Table 3.12. MAP 2000 Social Studies Baseline Results for State of Missouri, KCMSD, and Charter School Students by Grade Level and Racial/Ethnic Status**

Social Studies	State						KCMSD						Charter					
	Min <sup>7</sup>		N-M		MD		Min		N-M		MD		Min		N-M		MD	
<b>Grade 4 (N)</b>	(15,028)	s.d.	(52,782)	s.d.	(1,631)	s.d.	(2,315)	s.d.	(473)	s.d.	(9)	s.d.	(132)	s.d.	(27)	s.d.	(7)	s.d.
MAP Mean	637	27.0	656	24.0	649	23.9	632	27.9	647	29.7	622	43.4	616	25.6	661	25.8	605	36.6
% lowest 2 levels	56		25		37		63		40		67		86		15		71	
TerraNova NP Mean	50	25.6	67	23.9	60	24.5	45	25.6	59	27.7	34	31.0	35	23.2	79	21.9	31	34.2
TerraNova NCE Mean	50	18.0	62	18.1	57	17.6	47	18.1	57	20.4	37	23.4	40	15.9	73	18.2	32	27.1
<b>Grade 8 (N)</b>	(13,211)	s.d.	(52,458)	s.d.	(1,695)	s.d.	(1,753)	s.d.	(355)	s.d.	(12)	s.d.	(99)	s.d.	(19)	s.d.	(11)	s.d.
MAP Mean	672	31.2	695	28.1	686	30.1	662	29.1	679	34.3	679	35.8	651	31.3	695	29.3	647	37.4
% lowest 2 levels	57		25		36		69		48		50		83		21		91	
TerraNova NP Mean	46	26.5	65	25.5	58	26.8	38	24.7	52	29.3	51	30.1	32	22.5	66	28.2	33	24.4
TerraNova NCE Mean	48	18.3	61	18.8	56	19.2	42	17.3	52	21.1	54	24.5	38	16.0	62	20.9	39	16.5
<b>Grade 11 (N)</b>	(9,014)	s.d.	(43,474)	s.d.	(1,617)	s.d.	(949)	s.d.	(149)	s.d.	(30)	s.d.	(72)	s.d.	(2)	s.d.	(2)	s.d.
MAP Mean	701	28.7	717	25.3	711	26.3	691	28.5	715	32.5	687	33.8	688	23.7	707	41.7	694	4.2
% lowest 2 levels	67		40		50		80		44		73		88		50		100	
TerraNova NP Mean	49	25.1	62	24.1	58	24.7	41	23.9	61	26.8	38	22.3	35	20.0	54	53.0	39	2.1
TerraNova NCE Mean	49	17.5	59	17.3	56	17.2	44	16.8	58	19.2	42	15.1	40	15.0	54	34.7	44	1.2

<sup>7</sup> Min = Minority, N-M = Non-minority, MD = Missing data

## INDIVIDUAL CHARTER SCHOOL MAP BASELINE ACHIEVEMENT

Students in individual charter schools varied widely on average MAP baseline achievement. (Detailed analysis of individual charter school MAP 2000 baseline achievement is contained in the Comparable School MAP Baseline Results section of this report). Don Bosco Education Center is not included in this analysis, and secondary students at Genesis School are not included because too few students were successfully tested on the MAP in 2000 to form a baseline (i.e., Ns of 3 and 6 students.)

Of the seven charter schools serving 3<sup>d</sup> and/or 4<sup>th</sup> grades in the 1999-00 school year, one school scored close to the state average in communication arts (Academie Lafayette) and two schools exceeded the KCMSD average (Academie Lafayette and Scuola Vita Nuova) (see Table 3.13). One school scored similarly<sup>8</sup> to the KCMSD (Allen Edison Educational Village). The remaining four schools scored significantly and meaningfully below the KCMSD average. In the 7<sup>th</sup> grade, Academie Lafayette scored above the state average, and Southwest Charter School scored above the KCMSD average. Allen Edison Educational Village and Westport Community Middle School scored similarly to the KCMSD. In the secondary charter schools, Hogan Preparatory Academy scored at the KCMSD average.

In 4<sup>th</sup> grade mathematics, Academie Lafayette scored similarly to the state average. Academy of Kansas City and Allen Edison Educational Village 4<sup>th</sup> graders scored similarly to the KCMSD average. In the 8<sup>th</sup> grade, Academie Lafayette students scored meaningfully above the state average and Southwest Charter School scored at the state average. Allen Edison Educational Village scored similarly to the KCMSD average. In the secondary charter schools, Hogan Preparatory Academy and Westport Community Secondary School scored similarly to the KCMSD average.

In 3<sup>rd</sup> grade science, Academie Lafayette scored at the state average. Allen Edison Educational Village scored similarly to the KCMSD average. In 7<sup>th</sup> grade science, Academie Lafayette scored at the state average. Both Southwest Charter School and Westport Community Middle School scored significantly higher than the KCMSD average and Allen Edison Educational Village scored similarly to the KCMSD average. Among secondary charter schools, Hogan Preparatory Academy scored similarly to the KCMSD average.

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<sup>8</sup> The criterion used for assessing whether schools scored “similarly” to the state or KCMSD average is a difference of less than one-fourth of a standard deviation.

**Table 3.13. Summary of Results for Comparisons**

	Above State Average	Similar to State Average	Above KCMSD Average	Similar to KCMSD Average	Below KCMSD Average
<b>Communication Arts</b>					
3		Academie Lafayette	Scuola Vita Nuova	Allen Edison Ed. Village	Academy of KC Banneker Charter Academy Della Lamb Elementary Lee A. Tolbert Academy
7	Academie Lafayette		Southwest Charter	Allen Edison Ed. Village Westport Community MS	Academy of KC Genesis School UCLA
10				Hogan Prep. Academy	Alta Vista Charter School Don Bosco Center Genesis School Westport Community HS
<b>Mathematics</b>					
4		Academie Lafayette		Academy of KC Allen Edison Ed. Village	Banneker Charter Academy Della Lamb Elementary
8	Academie Lafayette	Southwest Charter		Allen Edison Ed. Village	Academy of KC Genesis School UCLA
11				Hogan Prep. Academy Westport Community MS	Alta Vista Charter School Don Bosco Center Genesis School
<b>Science</b>					
3		Academie Lafayette		Allen Edison Ed. Village	Banneker Charter Academy Della Lamb Elementary Lee A. Tolbert Academy Scuola Vita Nuova
7		Academie Lafayette	Southwest Charter Westport Community MS	Allen Edison Ed. Village	Genesis School UCLA
10				Hogan Prep. Academy	Alta Vista Charter School Don Bosco Center Genesis School Westport Community HS
<b>Social Studies</b>					
4		Academie Lafayette		Allen Edison Ed. Village	Academy of KC Banneker Charter Academy Della Lamb Elementary
8	Academie Lafayette Southwest Charter			Academy of KC Allen Edison Ed. Village Westport Community MS	Genesis School UCLA
11				Hogan Prep. Academy	Alta Vista Charter School Don Bosco Center Genesis School

In 4<sup>th</sup> grade social studies, Academie Lafayette scored similarly to the state average. Allen Edison Educational Village scored similarly to the KCMSD average. In 8<sup>th</sup> grade social studies, both Academie Lafayette and Southwest Charter School scored above the state average. Academy of Kansas City, Allen Edison Educational Village, and Westport Community Middle School scored similarly to the KCMSD average. Among secondary charter schools, Hogan Preparatory Academy scored similarly to the KCMSD average. MAP scale scores for each charter school are summarized in Table 3.14.

## **COMPARABLE SCHOOL MAP BASELINE RESULTS**

Legislative direction for the evaluation of charter schools included a request for “comparable schools” comparisons. For purposes of the baseline report, the attempt to identify “comparable schools” was limited to data that was available (i.e., characteristics of the student populations in attendance at KCMSD and charter schools). The groupings that emerged were based on the characteristics of students within charter schools, which were then matched as closely as possible to district schools. Similar grade level was a major source of grouping, followed by the percentage of poverty students attending a school and the percentage of students who are members of racial/ethnic minority groups. The following baseline comparisons emerged from this analysis:

1. Comparisons for elementary KCMSD and charter schools with high percentages of poverty students (greater than two-thirds of the students in poverty and greater than two-thirds minority students),
2. Comparisons for elementary KCMSD and charter schools with high poverty and racially-mixed student populations<sup>9</sup>,
3. Comparisons for elementary KCMSD and charter schools with balanced poverty and high-minority student populations,
4. Comparisons for elementary KCMSD and charter students attending foreign language schools,
5. Comparisons for KCMSD and charter middle school students,
6. Comparisons for KCMSD and charter high school students,
7. Comparisons for KCMSD and charter school college preparatory schools, and
8. Comparisons for KCMSD and charter school alternative schools.

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<sup>9</sup> Racially-mixed means approximately 50% of students are of racial/ethnic minority backgrounds and 50% are white.



**Table 3.14. MAP 2000 Baseline Results by Charter School**

	Communication Arts				Mathematics				Science				Social Studies			
	(N)	MAP Mean	% Lowest 2 Levels	s.d.	(N)	MAP Mean	% Lowest 2 Levels	s.d.	(N)	MAP Mean	% Lowest 2 Levels	s.d.	(N)	MAP Mean	% Lowest 2 Levels	s.d.
<b>Grade 3/4</b>																
Academie Lafayette	(19)	633	37	44.5	(26)	639	31	35.1	(20)	624	35	47.7	(27)	650	41	29.4
Academy of Kansas City	(33)	592	73	48.1	(28)	606	54	30.6					(26)	621	81	24.6
Allen Edison Educational Village	(66)	614	61	39.9	(57)	610	51	42.2	(65)	590	66	40.2	(59)	626	69	30.6
Banneker Charter Academy of Technology	(54)	603	67	33.0	(38)	591	79	29.5	(52)	578	75	32.4	(38)	606	92	24.7
Della Lamb Elementary	(25)	582	80	40.3	(16)	591	88	28.6	(25)	569	80	39.3	(16)	613	94	25.5
Lee A. Tolbert Community Academy	(33)	607	67	28.2					(32)	581	78	23.7				
Scuola Vita Nuova	(13)	622	46	29.3					(14)	653	7	32.4				
<b>Grade 7/8</b>																
Academie Lafayette	(13)	679	38	33.3	(6)*	707	50	35.5	(13)	680	62	38.9	(6)*	701	33	23.7
Academy of Kansas City	(23)	641	74	38.9	(15)	646	100	43.5					(16)	659	88	15.3
Allen Edison Educational Village	(33)	643	82	25.3	(28)	658	86	45.9	(33)	644	97	27.7	(24)	660	71	26.6
Genesis School	(29)	631	76	45.1	(38)	608	100	40.9	(30)	619	100	44.0	(39)	630	92	31.2
Southwest Charter School	(50)	666	54	34.8	(21)	698	57	41.0	(52)	663	87	33.5	(21)	694	33	26.6
Urban Community Leadership Academy	(44)	616	89	38.8	(23)	641	96	48.7	(47)	611	98	40.2	(23)	653	87	25.6
Westport Community Middle	(224)	648	69	34.9	(240)	654	95	39.5	(227)	659	93	29.7				
<b>Grade 10/11</b>																
Alta Vista Charter School	(13)	676	92	25.5	(13)	650	100	46.8	(13)	653	100	41.7	(15)	681	100	17.7
Don Bosco Education Center	(3)*	693	67	35.1	(9)*	646	100	33.1	(8)*	653	100	30.4	(2)*	659	100	47.4
Genesis School	(6)*	648	100	42.4	(5)*	643	100	39.3	(5)*	651	100	16.7	(6)*	670	100	26.8
Hogan Preparatory Academy	(53)	692	74	31.1	(64)	672	97	38.3	(63)	671	97	30.8	(53)	694	81	22.3
Westport Community Secondary	(133)	676	82	34.3	(216)	675	94	41.7	(199)	653	97	37.7				

\* Too few students to meaningfully compare (N < 10).

## **High Poverty/High Minority Elementary School Baseline Comparison**

Academy of Kansas City, Banneker Charter Academy of Technology, Della Lamb Elementary, and Lee A. Tolbert serve almost entirely high poverty minority students. These schools were compared to similar KCMSD schools (the majority of KCMSD elementary schools). Students in KCMSD high poverty/high minority schools in 3<sup>rd</sup> grade scored meaningfully higher than 3<sup>rd</sup> grade students in each of the high poverty/high minority charter schools (see Table 3.15). Fifty-seven percent of students in high poverty/high minority KCMSD schools scored in the lower two levels on the MAP, compared to 67% of Lee A. Tolbert and Banneker students, 73% of Academy of Kansas City students, and 80% of Della Lamb Elementary students.

In mathematics, the baseline gap between Banneker and Della Lamb Elementary 4<sup>th</sup> graders (no 4<sup>th</sup> graders were served by Lee A. Tolbert in 2000) and comparable KCMSD schools was large: 51% of KCMSD students in high poverty/high minority elementary schools scored in the lowest two levels, compared to 79% of Banneker and 88% of Della Lamb Elementary 4<sup>th</sup> graders. Academy of Kansas City scored similarly to comparable KCMSD schools.

Similarly, the gap in MAP baseline science achievement between each high poverty/high minority charter school and comparable KCMSD schools is large. Fewer than half (47%) of the students in comparable KCMSD schools scored in the lowest two levels, compared to about 75% of Lee A. Tolbert, Banneker Charter Academy of Technology, and Della Lamb Elementary students.

Average scale scores in social studies for Banneker Charter Academy of Technology and Della Lamb Elementary and comparable KCMSD elementary schools vary widely. More than 90% of Banneker Charter Academy of Technology and Della Lamb Elementary students, and about 60% of students in comparable KCMSD schools, scored at the lowest two levels of the MAP. Academy of Kansas City students scored between the two ranges, with about 80% of students scoring in the lowest two levels of the MAP in social studies.

## **High Poverty/Racially-Mixed Elementary School Baseline Comparison**

The only charter school meeting the criterion of a high poverty and racially-mixed school is Scuola Vita Nuova. Scuola Vita Nuova scored well above the average charter school communication arts performance, with 46% of students scoring in the lowest two levels.<sup>10</sup> One comparable KCMSD school (North Rock Creek/Korte) scored similarly to Scuola Vita Nuova, with 47% of 3<sup>rd</sup> graders scoring in the lowest two levels (see Table 3.16). The remaining three KCMSD schools that matched on poverty and racial/ethnic make-up of the student population scored somewhat lower on the MAP than did Scuola Vita Nuova students, with 50% or more of students scoring at the lowest two levels. No 4<sup>th</sup> graders were served by Scuola Vita Nuova in 2000, so mathematics results are not reported.

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<sup>10</sup> Comparisons are based on a small N of 13 for Scuola Vita Nuova and larger Ns of 50-100 at KCMSD schools.

**Table 3.15. Comparable School Baseline Comparisons on MAP 2000 for Elementary High Poverty/High Minority Charter<sup>2</sup> & KCMSD Schools**

	(N)	Mean	s.d.	% Lowest 2 Levels	% Poverty	% Minority
<b>Grade 3 Communication Arts</b>						
Academy of Kansas City*	(33)	592	48.1	73	76	99
Banneker Charter Academy of Technology*	(54)	603	33.0	67	85	97
Della Lamb Elementary*	(25)	582	40.3	80	92	92
Lee A. Tolbert Community Academy*	(33)	607	28.2	67	75	97
KCMSD Elementary Schools	(2,148)	616	37.6	57	≥ 67	≥ 67
<b>Grade 4 Mathematics</b>						
Academy of Kansas City*	(28)	606	30.6	54	76	99
Banneker Charter Academy of Technology*	(38)	591	29.5	79	85	97
Della Lamb Elementary*	(16)	591	28.6	88	92	92
KCMSD Elementary Schools	(2,060)	610	38.4	51	≥ 67	≥ 67
<b>Grade 3 Science</b>						
Banneker Charter Academy of Technology*	(52)	578	32.4	75	85	97
Della Lamb Elementary*	(25)	569	39.3	80	92	92
Lee A. Tolbert Community Academy*	(32)	581	23.7	78	75	97
KCMSD Elementary Schools	(2,179)	607	43.0	47	≥ 67	≥ 67
<b>Grade 4 Social Studies</b>						
Academy of Kansas City*	(26)	621	24.6	81	76	99
Banneker Charter Academy of Technology*	(38)	606	24.7	92	85	97
Della Lamb Elementary*	(16)	613	25.5	94	92	92
KCMSD Elementary Schools	(2,057)	633	29.7	61	≥ 67	≥ 67

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Charter Schools are designated by asterisk.

**Table 3.16. Comparable Schools Baseline Comparisons on MAP 2000 for Elementary High Poverty/Racially-Mixed Schools<sup>?</sup>**

	(N)	Mean	s.d.	% Lowest 2 Levels	% Poverty	% Minority
<b>Grade 3 Communication Arts</b>						
James Elementary	(69)	616	37.5	51	75	52
North Rock Creek Korte	(96)	620	33.3	47	75	47
Pitcher Elementary	(56)	616	40.2	52	65	55
Scuola Vita Nuova*	(13)	622	29.3	46	73	63
Three Trails	(52)	619	38.9	50	62	50
<b>Grade 3 Science</b>						
James Elementary	(75)	614	42.8	33	75	52
North Rock Creek Korte	(96)	610	38.8	36	75	47
Pitcher Elementary	(58)	606	38.0	47	65	55
Scuola Vita Nuova*	(14)	653	32.4	7	73	63
Three Trails	(52)	640	49.2	21	62	50

Third grade students at Scuola Vita Nuova scored significantly above KCMSD and the state in science, with only one student (7%) scoring in the lowest two levels of the MAP. For comparable district schools, the range varied from 21% to 47%.

#### **Balanced Poverty/High Minority K-8 Elementary School Baseline Comparison**

Few KCMSD schools serve K-8 grade levels, limiting the availability of comparison schools. Allen Edison Educational Village serves K-8 and operates under the Edison plan for maintaining schools that are somewhat diversified on a socioeconomic basis. Only two KCMSD schools serving grades K-8, with somewhat similar student characteristics, exist in the district. Still, the percentage of minority students at Allen Edison is considerably higher, at about 90%, than the percentage in the two district schools (see Table 3.17).

Allen Edison 3<sup>rd</sup> graders scored similarly in 3<sup>d</sup> grade communication arts to one of the KCMSD schools; 60% of students in both schools scored in the lower two levels of the MAP. A second KCMSD school scored significantly higher, with only 41% of the students at the lowest two

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Charter Schools are designated by asterisk.

levels. The baseline mathematics and science scores of 3<sup>rd</sup> and 4<sup>th</sup> graders are lower at Allen Edison than at comparable district schools. Fourth grade social studies scores are identical at Allen Edison and a comparable district school; another district school scored slightly higher. Eighth grade social studies scores are lower at Allen Edison than at the comparable district school.

### **Foreign Language School Baseline Comparison**

Because of the decidedly different instructional approach of Academie Lafayette, the French immersion charter school, the comparisons were based on KCMSD foreign language schools, Ecole Longan and the Foreign Language Academy. Student characteristics are significantly different for the Charter-KCMSD comparison, however. About two-thirds of the students in Academie Lafayette are minority students, while almost all students in the KCMSD foreign language schools are minority students. Forty percent of the students at Academie Lafayette, compared to more than two-thirds of students in KCMSD foreign language schools, are eligible for free or reduced price lunch (see Table 3.18).

Third grade students at Academie Lafayette scored similarly to students at KCMSD's Foreign Language Academy in communication arts. Both schools had about half as many 3<sup>rd</sup> grade students in the lowest two levels as did Ecole Longan. Academie Lafayette 7<sup>th</sup> graders<sup>11</sup> scored meaningfully higher than the Foreign Language Academy's 7<sup>th</sup> graders.

Results for mathematics indicated similar performance for Academie Lafayette and Ecole Longan 4<sup>th</sup> graders (31% and 29%, respectively, at the lowest two levels). Fourth graders at the Foreign Language Academy scored higher, with only 9% at the lowest two levels. Fewer than ten 8<sup>th</sup> graders were tested in mathematics at Academie Lafayette, so data cannot be meaningfully compared.

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<sup>11</sup> Academie Lafayette had a small N of 13 compared to a Foreign Language Academy N of 119 in 7<sup>th</sup> grade.

**Table 3.17. Comparable Schools Baseline Comparisons on MAP 2000 for K-8 Balanced Poverty/High Minority Charter<sup>2</sup> and KCMSD Schools**

	(N)	Mean	s.d.	% Lowest 2 Levels	% Poverty	% Minority
<b>Grade 3 Communication Arts</b>						
Allen Edison Educational Village*	(66)	614	39.9	61	52	90
Elementary II Montessori	(24)	614	41.5	63	33	79
Holliday Montessori	(44)	632	37.7	41	51	69
<b>Grade 7 Communication Arts</b>						
Allen Edison Educational Village*	(33)	643	25.3	82	52	90
Holliday Montessori	(34)	674	26.5	32	51	69
<b>Grade 4 Mathematics</b>						
Allen Edison Educational Village*	(57)	610	42.2	51	52	90
Elementary II Montessori	(24)	631	43.3	38	33	79
Holliday Montessori	(46)	620	39.6	35	51	69
<b>Grade 8 Mathematics</b>						
Allen Edison Educational Village*	(28)	658	45.9	86	52	90
Holliday Montessori	(22)	692	43.6	73	51	69
<b>Grade 3 Science</b>						
Allen Edison Educational Village*	(65)	590	40.2	66	52	90
Elementary II Montessori	(24)	609	39.3	42	33	79
Holliday Montessori	(44)	622	46.6	36	51	69
<b>Grade 7 Science</b>						
Allen Edison Educational Village*	(33)	644	27.7	97	52	90
Holliday Montessori	(35)	674	26.7	77	51	69
<b>Grade 4 Social Studies</b>						
Allen Edison Educational Village*	(59)	626	30.6	69	52	90
Elementary II Montessori	(24)	626	29.1	75	33	79
Holliday Montessori	(46)	633	28.0	54	51	69
<b>Grade 8 Social Studies</b>						
Allen Edison Educational Village*	(24)	660	26.6	71	52	90
Holliday Montessori	(22)	680	32.3	55	51	69

Charter Schools are designated by asterisk.

**Table 3.18. Comparable School Baseline Comparisons on MAP 2000 for  
Foreign Language Schools\***

	(N)	Mean	s.d.	% Lowest 2 Levels	% Poverty	% Minority
<b>Grade 3 Communication Arts</b>						
Academie Lafayette*	(19)	633	44.5	37	40	67
Ecole Longan Elementary	(36)	612	28.1	64	75	92
Foreign Language Academy	(19)	633	32.6	37	63	87
<b>Grade 7 Communication Arts</b>						
Academie Lafayette*	(13)	679	33.3	38	40	67
Foreign Language Academy	(119)	662	27.0	51	63	87
<b>Grade 4 Mathematics</b>						
Academie Lafayette*	(26)	639	35.1	31	40	67
Ecole Longan Elementary	(24)	645	33.2	29	75	92
Foreign Language Academy	(35)	652	32.0	9	63	87
<b>Grade 8 Mathematics</b>						
Academie Lafayette*	(6)	707	35.5	50	40	67
Foreign Language Academy	(78)	674	41.0	83	63	87
<b>Grade 3 Science</b>						
Academie Lafayette*	(20)	624	47.7	35	40	67
Ecole Longan Elementary	(36)	598	31.4	53	75	92
Foreign Language Academy	(20)	626	27.5	20	63	87
<b>Grade 7 Science</b>						
Academie Lafayette*	(13)	680	38.9	62	40	67
Foreign Language Academy	(121)	664	30.0	83	63	87
<b>Grade 4 Social Studies</b>						
Academie Lafayette*	(27)	650	29.4	41	40	67
Ecole Longan Elementary	(24)	641	22.0	54	75	92
Foreign Language Academy	(34)	656	19.3	26	63	87
<b>Grade 8 Social Studies</b>						
Academie Lafayette*	(6)	701	23.7	33	40	67
Foreign Language Academy	(80)	674	23.4	58	63	87

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Charter Schools are designated by asterisk.

Academie Lafayette scored meaningfully higher than Ecole Longan, but similarly to the Foreign Language Academy, in 3<sup>rd</sup> grade science. In 7<sup>th</sup> grade science, Academie Lafayette scored meaningfully higher than the Foreign Language Academy. In 4<sup>th</sup> grade social studies, Academie Lafayette scored similarly to the Foreign Language Academy but meaningfully higher than Ecole Longan (although the percent of students at the lowest two levels varied widely among the three schools).

### **Middle School Baseline Comparison**

With approximately one-third of its 7<sup>th</sup> grade students eligible for free/reduced price lunch, Southwest Charter School has no comparable KCMSD school with a similarly low poverty level. Both Urban Community leadership Academy (UCLA) and Westport Community Middle School are similar to all KCMSD middle schools in terms of high percentages of minority students and students in poverty (> 66%)<sup>12</sup>.

In communication arts, UCLA performed similarly to two of the district's lowest performing schools, Martin Luther King and CR Anderson, in terms of the percentage of students scoring at the lowest two levels of the MAP (although mean scale scores varied widely). Westport Community Middle School scored similarly to JA Rogers Middle School, Kansas City Middle School of the Arts, and Clifford Nowlin Middle School, and higher than the other KCMSD middle schools (see Table 3.19).

In 8<sup>th</sup> grade mathematics, Southwest Charter School scored meaningfully above its most comparable KCMSD school, Paseo Academy of Performing Arts, and above all other middle schools. UCLA and Westport Community Middle School are similar to other KCMSD middle schools, with more than 85% of the students scoring in the lowest two levels.

In 7<sup>th</sup> grade science, UCLA charter school and the KCMSD's CR Anderson are the lowest scoring schools, based on MAP scale score means; all schools have 90% or more students scoring at the lowest two levels in science. Westport Community Middle School is the second highest scoring school in science, scoring similarly to Clifford Nowlin, the district's highest scoring middle school.

UCLA scored similarly to four KCMSD middle schools in 8<sup>th</sup> grade social studies, and scored meaningfully above one KCMSD middle school. The remaining two KCMSD middle schools scored meaningfully above UCLA.

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<sup>12</sup> Among KCMSD middle schools, Clifford Nowlin differs in its lower 56% minority representation.



**Table 3.19. Comparable School Baseline Comparisons on MAP 2000 for  
Charter\* and KCMSD Middle Schools**

	(N)	Mean	s.d.	% Lowest 2 Levels	% Poverty	% Minority
<b>Grade 7 Communication Arts</b>						
Southwest Charter School*	(50)	666	34.8	54	32	68
Urban Community Leadership Academy*	(44)	616	38.8	89	89	86
Westport Edison Community Middle*	(224)	648	34.9	69	85	85
Central Middle School	(165)	641	33.3	79	99	97
J A Rogers Middle School	(207)	650	35.1	67	98	69
M L King Middle School	(149)	634	34.9	89	82	99
Northeast Middle School	(263)	633	38.5	80	79	74
Paul Robeson Middle School	(192)	641	30.3	82	75	96
C R Anderson Middle School	(61)	586	48.3	95	82	78
KC Middle School of Arts	(255)	651	30.9	69	68	89
Clifford Nowlin Middle School	(235)	648	34.5	70	68	56
<b>Grade 8 Mathematics</b>						
Southwest Charter School*	(21)	698	41.0	57	32	68
Urban Community Leadership Academy*	(23)	641	48.7	96	89	86
Westport Edison Community Middle*	(240)	654	39.5	95	85	85
Central Middle School	(159)	656	40.7	91	99	97
J A Rogers Middle School	(232)	675	32.5	85	98	69
M L King Middle School	(155)	649	49.0	92	82	99
Northeast Middle School	(225)	655	35.4	93	79	74
Paul Robeson Middle School	(192)	664	33.6	92	75	96
C R Anderson Middle School	(60)	624	46.5	97	82	78
Clifford Nowlin Middle School	(240)	679	41.7	73	68	56
Paseo Academy of Performing Arts	(233)	665	38.6	88	33	85

Charter Schools are designated by asterisk.

	(N)	Mean	s.d.	% Lowest 2 Levels	% Poverty	% Minority
<b>Grade 7 Science</b>						
Southwest Charter School*	(52)	663	33.5	87	32	68
Urban Community Leadership Academy*	(47)	611	40.2	98	89	86
Westport Edison Community Middle*	(227)	659	29.7	93	85	85
Central Middle School	(164)	650	34.5	93	99	97
J A Rogers Middle School	(214)	648	34.9	91	98	69
M L King Middle School	(153)	636	31.0	99	82	99
Northeast Middle School	(264)	638	38.3	94	79	74
Paul Robeson Middle School	(195)	641	27.1	97	75	96
C R Anderson Middle School	(63)	588	48.5	100	82	78
KC Middle School of Arts	(248)	645	29.3	98	68	89
Clifford Nowlin Middle School	(238)	656	32.8	90	68	56
<b>Grade 8 Social Studies</b>						
Southwest Charter School*	(21)	694	26.6	33	32	68
Urban Community Leadership Academy*	(23)	653	25.6	87	89	86
Central Middle School	(159)	662	30.5	66	99	97
J A Rogers Middle School	(224)	669	26.5	63	98	69
M L King Middle School	(154)	653	32.3	77	82	99
Northeast Middle School	(224)	651	27.7	83	79	74
Paul Robeson Middle School	(206)	659	24.6	76	75	96
C R Anderson Middle School	(64)	637	29.8	94	82	78
Clifford Nowlin Middle School	(234)	670	28.5	58	68	56

### High School Baseline Comparison

Westport Community Secondary School scored similarly to Central Senior High School and Southeast High School, and lower than Van Horn and Paseo Academy of the Performing Arts, in communication arts. In mathematics, 90% or more of the students scored in the lowest two levels of the MAP in all high schools (see Table 3.20).

**Table 3.20. Comparable School Baseline Comparisons on MAP 2000 for  
Charter\* & KCMSD High Schools**

	(N)	Mean	s.d.	% Lowest 2 Levels	% Poverty	% Minority
<b>Grade 11 Communication Arts</b>						
Westport Community Secondary*	(133)	676	34.3	82	85	85
Central Senior High School	(202)	682	29.6	81	44	95
Southeast High School	(122)	680	27.0	87	46	99
Van Horn High School	(136)	690	31.7	66	46	67
Paseo Academy of Performing Arts	(148)	703	27.7	57	33	85
<b>Grade 10 Mathematics</b>						
Westport Community Secondary*	(216)	675	41.7	94	85	85
Central Senior High School	(174)	674	43.4	97	44	95
Southeast High School	(106)	662	46.7	90	46	99
Van Horn High School	(214)	685	45.1	89	46	67
Paseo Academy of Performing Arts	(208)	683	45.3	92	33	85
<b>Grade 10 Science</b>						
Westport Community Secondary*	(199)	653	37.7	97	85	85
Central Senior High School	(164)	667	32.8	98	44	95
Southeast High School	(254)	664	37.9	95	46	99
Van Horn High School	(207)	682	36.9	82	46	67
Paseo Academy of Performing Arts	(200)	683	31.7	89	33	85
<b>Grade 11 Social Studies</b>						
Central Senior High School	(216)	693	24.6	83	44	95
Southeast High School	(125)	679	25.5	95	46	99
Van Horn High School	(145)	695	26.9	78	46	67
Paseo Academy of Performing Arts	(163)	706	23.0	61	33	85

In science, Westport Community Secondary School scored similarly to Central Senior High School and Southeast High School, but scored meaningfully lower than Van Horn High School and Paseo Academy of the Performing Arts. No social studies scores were available for Westport Community Secondary School.

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Charter Schools are designated by asterisk.

## College Preparatory Baseline Comparison

Although similar in the percentage of poverty and minority student populations, the baseline student performance on communication arts differed dramatically for Hogan Preparatory Academy and Lincoln College Preparatory Academy. Three-fourths of the students at Hogan Preparatory Academy scored at the lowest two levels, compared to 5% at Lincoln College Preparatory Academy (see Table 3.21). In math, almost all Hogan Preparatory Academy students scored at the lowest two levels at baseline, compared to 34% at Lincoln College Preparatory Academy. In science, almost all Hogan Preparatory Academy students, and about half of the Lincoln College Preparatory Academy students, scored at the lowest two levels of the MAP. In social studies, 81% of the students at Hogan Preparatory Academy scored at the lowest two levels, compared to 9% of students at Lincoln College Preparatory Academy.

**Table 3.21. Special High School Comparison\***  
**Hogan Preparatory Academy**

	(N)	Mean	s.d.	% Lowest 2 Levels	% Poverty	% Minority
<b>Grade 11 Communication Arts</b>						
Hogan Preparatory Academy*	(53)	692	31.1	74	48	96
Lincoln College Prep Academy	(113)	739	20.3	5	45	74
<b>Grade 10 Mathematics</b>						
Hogan Preparatory Academy*	(64)	673	38.3	97	48	96
Lincoln College Prep Academy	(137)	756	34.7	34	45	74
<b>Grade 10 Science</b>						
Hogan Preparatory Academy*	(63)	671	30.8	97	48	96
Lincoln College Prep Academy	(137)	725	27.9	46	45	74
<b>Grade 11 Social Studies</b>						
Hogan Preparatory Academy*	(53)	694	22.3	81	48	96
Lincoln College Prep Academy	(114)	734	16.8	9	45	74

## Alternative School Baseline Comparisons

Both the KCMSD alternative high school and charter school alternative high schools similarly serve high poverty/high minority populations of students at risk for dropout. All schools experienced difficulty in testing students; the result is that the numbers are too low for meaningful comparisons. Almost all students tested in each school scored at the lowest two levels of the MAP.

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Charter Schools are designated by asterisk.

## STRUCTURAL EQUATION MODEL OF MAP BASELINE DATA

Structural models provide tests of theoretical models that specify causal relationships between a number of observed variables. "The strongest nonexperimental quantitative studies usually result from well-controlled prospective studies and from confirmatory structural equation (theoretical) models" (Johnson & Christensen, 2000, p. 8). Structural path analysis determines whether a theoretical model successfully accounts for the actual relationships observed in the sample data (whether the model "fits" the data) and provides significance tests for specific causal paths (Bentler & Bonnett, 1980). Student MAP scale scores for communication arts and mathematics act as the dependent variable for this study. For purposes of this analysis, the major independent "treatment" variable is student attendance at either KCMSD or charter schools.

Exogenous or antecedent variables within a causal framework precede and have a causal effect on the dependent variable, represented by a straight, single-headed arrow. For the present study, exogenous variables are those that past research has revealed to be correlated with achievement, including gender, poverty, race-ethnicity, and prior achievement (U.S. Department of Education, 2000). Known or expected relationships between exogenous variables, such as poverty and racial/ethnic identity, are represented by curved arrows. For the baseline structural model, student-level data on poverty and prior achievement were not available. The baseline structural model analyses will be re-analyzed when this data is added to the database.

The causal model allows for testing direct and indirect effects within a model. In the present analysis, all exogenous variables are hypothesized to have a direct effect on MAP achievement. Additionally, exogenous variables are tested for their indirect effects on MAP achievement through their effects on attendance at KCMSD or charter schools. Whereas the null model (no arrows) and the fully-saturated model (arrows from every variable to every variable within a model) are tested to gauge improvements gained from the hypothesized model, the value of a model is determined, in part, by how parsimonious (simple) it is. The goal is to account for observed correlations with as few paths as possible.

The value of a hypothesized causal model is also determined by a chi-square test of overall model fit to the data. A significant chi-square value indicates that the hypothesized model does not adequately represent the data. If the overall model provides a poor fit to the data, results from the structural model can be used to improve fit. These results, presented as Lagrange multipliers, indicate which paths might be added to the model to improve fit. Additionally, a multivariate Wald test indicates which paths might be deleted to improve fit. If the hypothesized model produces a non-significant chi-square value, fit indices (CFI, NNFI, NFI) must then be examined to assess quality of fit. These indices must exceed .90; the closer they are to 1.0, the better the fit.

If the hypothesized model meets these criteria, each path coefficient must then be examined to see whether the *t*-value associated with the path is significant (absolute value of *t* = 1.96). The magnitude of each path coefficient is then examined to determine meaningfulness. Structural path coefficients < .05 are considered trivial.

## Communication Arts

Controlling for all other variables in the model (e.g., gender and racial/ethnic minority status), KCMSD 3<sup>rd</sup> and 11<sup>th</sup> graders scored significantly and meaningfully<sup>13</sup> higher than their charter school peers on baseline MAP data. The magnitude of the effect for KCMSD students at the 11<sup>th</sup> grade level is twice the size of the effect for the 3<sup>d</sup> grade (see Figures 1-3). No significant or meaningful differences exist for the 7<sup>th</sup> grade.

Although gender is consistently related to MAP communication arts achievement (males score lower), the effect of gender on 7<sup>th</sup> grade MAP communication arts achievement is more than double the magnitude of the effects of gender at the 3<sup>d</sup> and 11<sup>th</sup> grades. Minority status has a significant and meaningful negative effect on MAP communication arts achievement at all grade levels. The magnitude of its effects is a sizable .15-.20. The effects of this variable require close analysis since, as the models demonstrate, a significant and meaningful path exists between minority status and charter school attendance for middle and secondary students (but not for elementary students).

## Mathematics

Similarly, controlling for all other variables in the model, KCMSD 8<sup>th</sup> and 10<sup>th</sup> graders scored significantly and meaningfully higher than their charter school peers on baseline MAP mathematics assessments. Fourth graders in KCMSD scored significantly (but not meaningfully) higher (see Figures 4-6). Gender demonstrates significant (but not meaningful) effects on MAP mathematics scores. Minority status demonstrates consistent and sizable effects on mathematics achievement at all grade levels.

Examination of the model  $R^2$  provides a means for assessing the quality of a model that includes student background characteristics and charter/KCMSD school attendance in predicting MAP achievement. The  $R^2$  range of .03 to .08 indicates that relatively small amounts of variation on MAP achievement are explained by student background characteristics or whether students attend KCMSD or charter schools.

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<sup>13</sup> Meaningful paths are those that are  $\geq .05$  in absolute value.

Figure 1. Structural Model of 3rd Grade MAP 2000  
Communication Arts Baseline Results (N=3033)

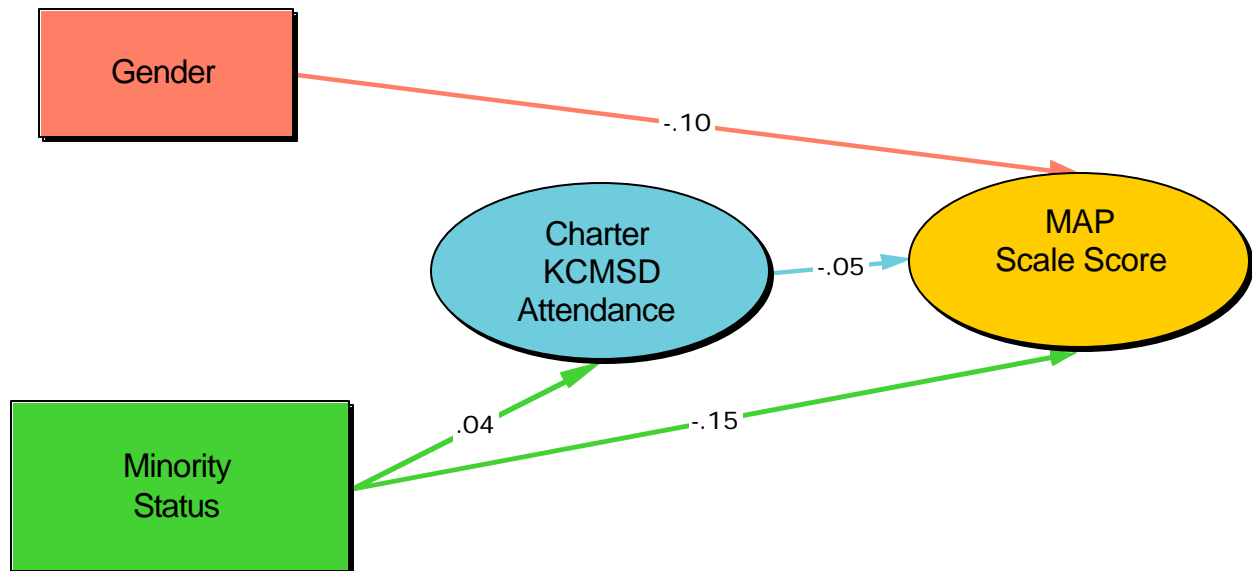
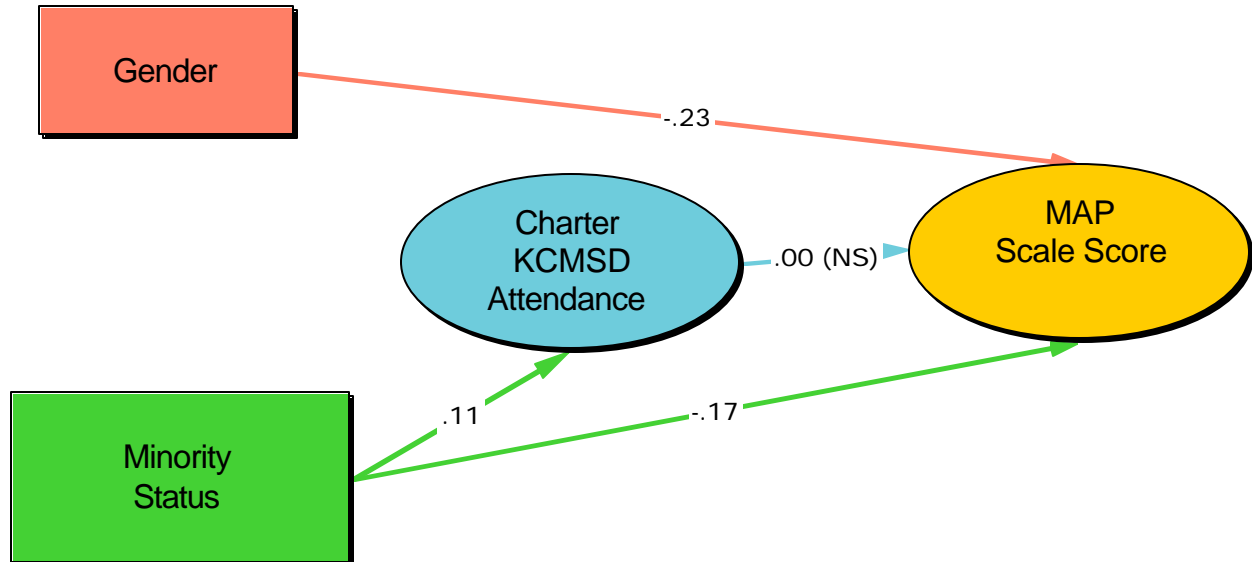


Figure 2. Structural Model of 7th Grade MAP 2000  
Communication Arts Baseline Results (N=2330)



Charter/KCMSD attendance: 1 = Charter, 0 = KCMSD

Gender: 1 = Female, 0 = Male; Minority Status: 1 = Minority, 0 = Non-minority

NS = Non-significant

Figure 3. Structural Model of 11th Grade MAP 2000  
Communication Arts Baseline Results (N=1119)

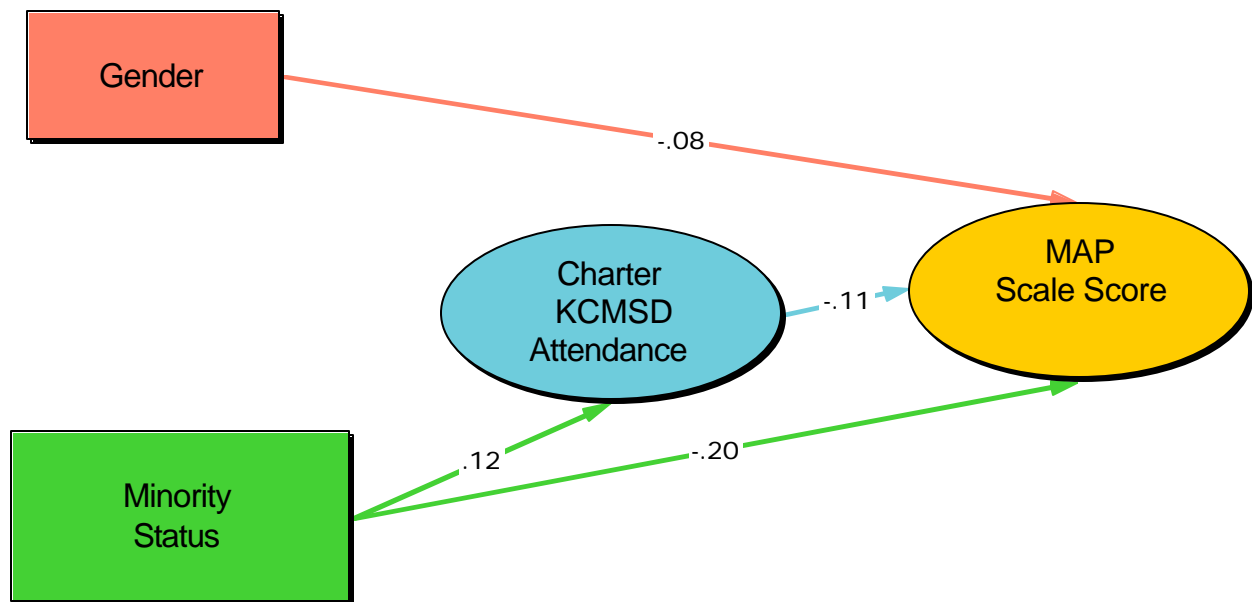


Figure 4. Structural Model of 4th Grade MAP 2000  
Mathematics Baseline Results (N=2955)

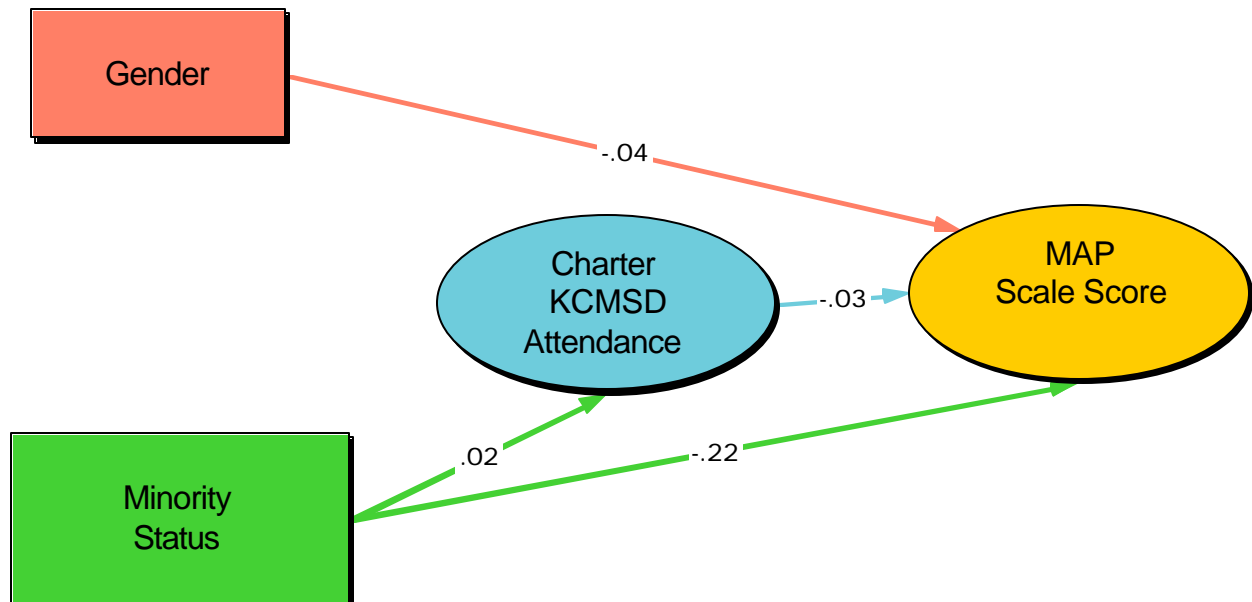




Figure 5. Structural Model 8th Grade MAP 2000  
Mathematics Baseline Results (N=2235)

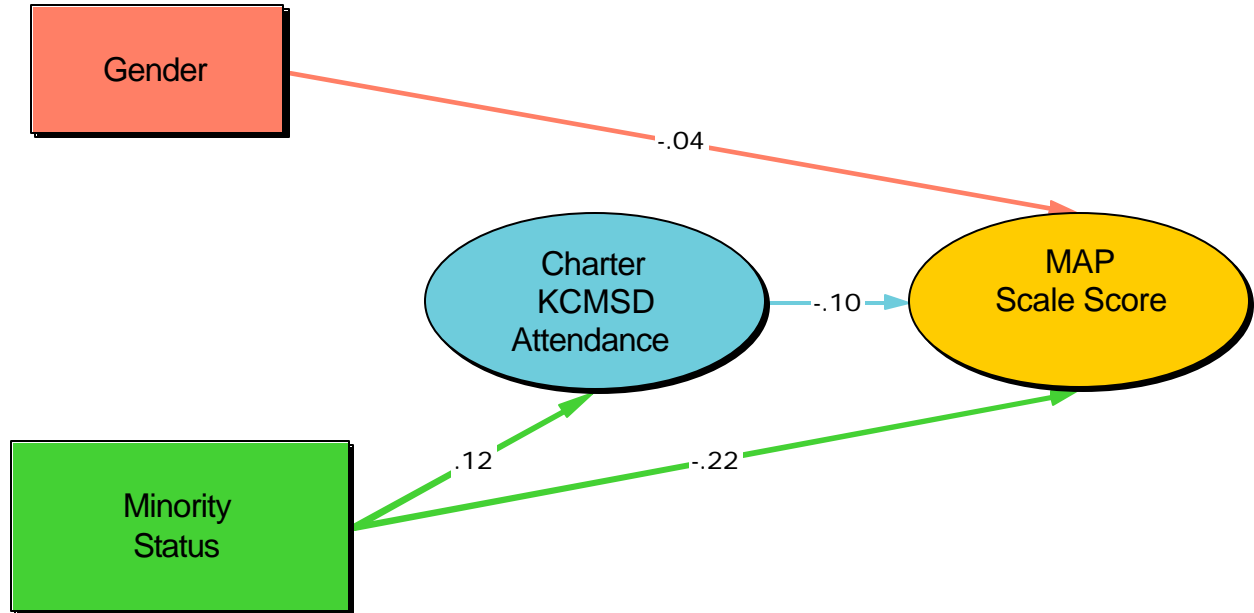
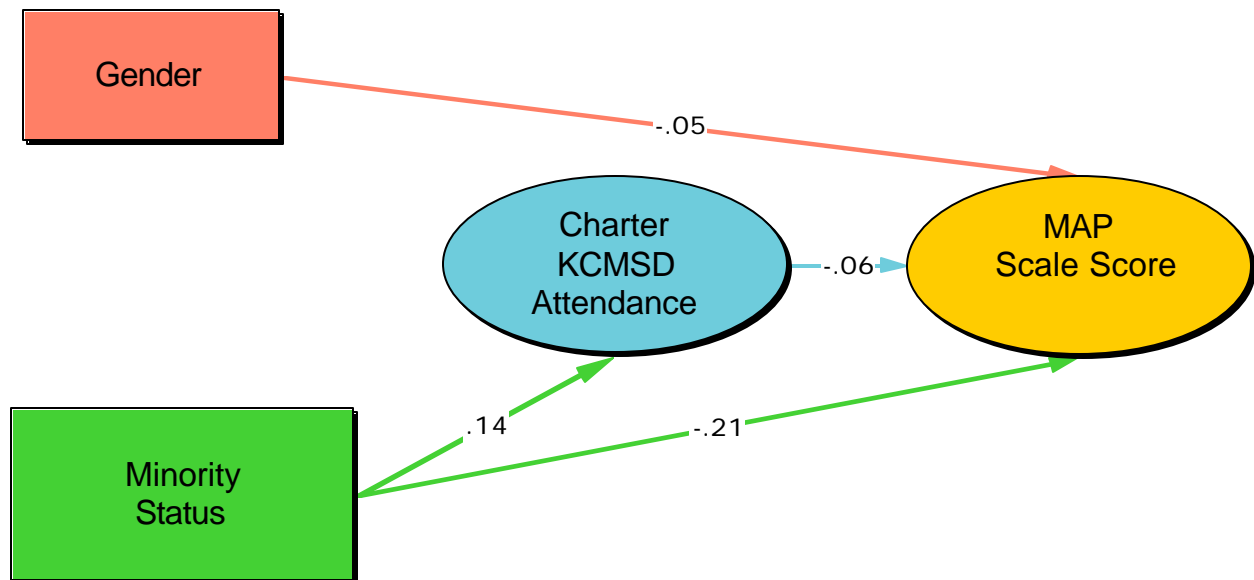


Figure 6. Structural Model of 10th Grade MAP 2000  
Mathematics Baseline Results (N=1491)



Baseline structural analyses would have benefited from some measure of prior achievement. This data is unavailable at the present time, but alternatives for obtaining such a measure will be pursued. This data would aid in the interpretation of whether, in addition to attracting more minority students in middle and secondary grades, charter schools also attract lower-performing students, and to what extent the differences between the MAP performance of KCMSD and charter school students is due to effects of initial student achievement level. Over time, the quality of charter school evaluation measures also could be improved if other theoretically important variables (such as student attendance, quality of teaching and learning, parent involvement, and home literacy activity) can be included in the model.

## **STANFORD ACHIEVEMENT TEST RESULTS**

The Stanford Achievement Test (SAT 9) was administered by most middle, secondary and alternative charter schools in the 1999-00 school year and by some elementary charter schools in that school year. All schools administered the SAT 9 in the 2000-01 school year. SAT 9 results were analyzed (1) from a cross-sectional time series perspective that reports average results for all students who were tested at a given fall or spring testing, and (2) from a matched student perspective that reports average results for all students tested in at least two testing cycles (e.g., fall 1999-spring 2000, fall 2000-fall 2001, fall 2000-spring 2001, and spring 2000-spring 2001).

### **Cross-Sectional Analysis Over Time**

Results of the available SAT 9 cross-sectional results for each charter school are provided by content area and grade level in Appendix B. To simplify the analysis of results, fall-spring results were examined for each school and each school year by grade level configurations one-to-six and 7-12<sup>th</sup> grades for the four content areas. Each fall-spring comparison was tallied as representing a positive gain in achievement relative to the growth rate of the national norming group (i.e., NCE gain > 0), growth in achievement at the same rate of the national norming group (i.e., NCE gain = 0), and a negative gain in achievement relative to the growth rate of the national norming group (i.e. NCE gain < 0).

These results are summarized in Table 3.22 and indicate positive results for cross-sectional SAT 9 results. At least 70% of the 155 combinations of fall-spring results for grades 1-6 in reading, mathematics, science, and social studies resulted in positive gains in achievement—indicating student achievement at a higher rate than the national norming group. About 20% of comparisons generated negative achievement gains, indicating student achievement at a lower rate than the national norming group. About 10% of comparisons generated zero gains, indicating growth at the rate of the national norming group. Results are almost identical for grades 7-12.

**Table 3.22 Percentage Distribution of Growth Rates in Gain Scores  
for Fall-Spring Testing in 1999-00 and 2000-01**

	<b>Positive Gain</b>	<b>Negative Gain</b>	<b>Zero Gain</b>
<b>Grades 1-6</b>			
Math (N=51)	76	20	4
Reading (N=50)	70	18	11
Science (N=27)	70	22	7
Social Studies (N=27)	78	22	0
Total (N=155)			
<b>Grades 7-12</b>			
Math (N=45)	69	27	4
Reading (N=45)	76	20	4
Science (N=44)	68	20	11
Social Studies (N=45)	71	22	7
Total (N=179)			

### **Matched Student Analysis**

Matched student analysis provides more stringent evidence of student achievement than is provided by cross-sectional analysis of different cohorts of students. However, matched student analysis generally is less representative of the student population, especially for matched student analysis that extends beyond one school year (e.g., fall-fall analysis and spring-spring analysis). Special attention should be paid to the varying numbers of students contained in each analysis.

Matched student analysis on SAT 9 Reading Achievement and SAT 9 Mathematics Achievement was conducted for each charter school for each possible combination of testing cycles: (1) fall 1999 and spring 2000, (2) fall 1999 and fall 2000, (3) fall 2000 and spring 2001, and (4) spring 2000 and spring 2001. All students in a school who were tested at both time frames for each possible combination were included in the analysis.<sup>14</sup>

<sup>14</sup> Testing in the first year of implementation did not always yield a representative sample of students; additionally, student turnover after the first year in several schools diminished the representativeness of data from the first year. As the representativeness of data improves and the numbers of students tested over time increases, matched student analysis by grade level will be conducted.

Matched data for elementary charter schools is not yet widely available and no generalizable results are yet evident.<sup>15</sup> Thus, matched analysis for elementary schools is provided on an individual school basis. Tables 3.23 and 3.24 contain school-level data and indicates the following:

- Elementary students at Academie Lafayette score above the national average on standardized tests of reading and mathematics achievement; students grow at about the same rate as their national peers based on an annual testing cycle and grow at a slightly higher rate than their national peers based on a fall-spring testing cycle.
- On average, Banneker Charter Academy students score at the 31<sup>st</sup> NCE (the 19<sup>th</sup> percentile) in both reading and mathematics and, based on a fall-spring testing cycle, grow at a rate slightly above their national peers.
- Different test results for Della Lamb Elementary students were obtained depending on which testing cycle is examined. The fall-spring pretest score indicated that Della Lamb students are near the national average in reading and mathematics; the spring-spring pretest scores indicate that they score well below average at the 33<sup>rd</sup> NCE (the 21<sup>st</sup> percentile) in reading and the 29<sup>th</sup> NCE (the 16<sup>th</sup> percentile) in mathematics. Fall-spring results indicate an average growth rate somewhat below their national peers. The annual results indicate a growth rate considerably above their national peers.
- Students at Lee A. Tolbert Community Academy score on average at the 35<sup>th</sup> NCE (the 24<sup>th</sup> percentile) in reading and at the 31<sup>st</sup> NCE (the 19<sup>th</sup> percentile) in mathematics. Students grow at a higher rate than their national peers based on a fall-spring testing cycle.
- Students at Scuola Vita Nuova generally grow at the rate of their national peers in reading, although fluctuations occur that are slightly above or slightly below that rate depending on the testing cycle. In mathematics, students at Scuola Vita Nuova generally grow at a rate that exceeds their national peers.

The frequency and consistency of testing at both fall and spring norming periods for both school years for middle, high school, and alternative charter schools leads to findings that are more generalizable, including the following:

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<sup>15</sup> Both Academy of Kansas City and Allen Edison Educational Village did test on the SAT 9; however, their data had not yet been obtained at the individual student level (which is required for matched student analysis) from their scoring services at the time this report was submitted.

**Table 3.23. SAT 9 Reading Achievement Test ? Matched Student Analysis**

<b>School</b>	<b>F/S Pretest</b>	<b>F/S 99-00 Gain</b>	<b>(N)</b>	<b>F/F Pretest</b>	<b>F/F 99-00 Gain</b>	<b>(N)</b>	<b>F/S Pretest</b>	<b>F/S 00-01 Gain</b>	<b>(N)</b>	<b>S/S Pretest</b>	<b>S/S 00-01 Gain</b>	<b>(N)</b>
Academie Lafayette							56.5	.4	(132)	61.4	-3.0	(82)
Academy of Kansas City												
Allen Edison Educational Village												
Banneker Charter Academy of Technology							31.0	1.4	(156)			
Della Lamb Elementary							46.9	-3.3	(113)	33.0	5.3	(64)
Gordon Parks Elementary												
Lee A. Tolbert Community Academy							35.4	5.6	(270)			
Scuola Vita Nuova	39.7	0	(32)	35.4	-1.2	(16)	48.3	-2.2	(40)	40.2	2.2	(23)
Alta Vista Charter School	34.3	1.2	(46)	37.3	1.0	(35)	34.6	-3.1	(68)	35.8	-2.8	(36)
Don Bosco Education Center	31.2	0	(35)	25.9	4.2	(25)	28.7	-4.4	(42)	16.8	2.6	(12)
Genesis School							23.5	5.1	(65)			
Hogan Preparatory Academy	40.2	2.9	(49)	42.9	3.5	(54)	44.5	0	(79)	46.5	-2.8	(42)
Southwest Charter School	46.2	8.8	(116)	46.7	6.6	(71)	41.1	4.0	(321)	51.5	0	(80)
Urban Community Leadership Academy	27.2	5.0	(84)	26.5	2.4	(28)	27.9	2.4	(79)	26.1	1.7	(28)
Westport Edison Community Middle	28.9	6.8	(538)	32.2	4.0	(118)	30.7	9.1	(314)	35.3	1.9	(311)

**Table 3.24. SAT 9 Mathematics Achievement Test ? Matched Student Analysis**

<b>School</b>	<b>F/S Pretest</b>	<b>F/S 99-00 Gain</b>	<b>(N)</b>	<b>F/F Pretest</b>	<b>F/F 99-00 Gain</b>	<b>(N)</b>	<b>F/S Pretest</b>	<b>F/S 00-01 Gain</b>	<b>(N)</b>	<b>S/S Pretest</b>	<b>S/S 00-01 Gain</b>	<b>(N)</b>
Academie Lafayette							53.9	3.3	(135)	56.2	0	(85)
Academy of Kansas City												
Allen Edison Educational Village												
Banneker Charter Academy of Technology							30.5	3.2	(186)			
Della Lamb Elementary							46.0	-5.8	(118)	29.0	9.6	(69)
Gordon Parks Elementary												
Lee A. Tolbert Community Academy							30.5	8.4	(304)			
Scuola Vita Nuova	35.9	0	(32)	30.3	4.5	(17)	41.5	2.8	(42)	32.8	10.8	(25)
Alta Vista Charter School	36.3	1.0	(47)	37.7	0	(36)	35.2	.6	(69)	36.9	0	(36)
Don Bosco Education Center	23.0	2.3	(38)	20.8	0	(27)	22.5	-1.7	(41)	21.5	-2.6	(12)
Genesis School							23.5	5.4	(75)			
Hogan Preparatory Academy	39.1	-5.5	(47)	41.8	1.2	(54)	41.7	-2.8	(80)	36.6	3.6	(40)
Southwest Charter School	43.6	7.8	(115)	43.7	2.0	(71)	36.2	5.3	(333)	47.3	0	(81)
Urban Community Leadership Academy	23.6	7.7	(85)	22	4.7	(32)	27.6	2.2	(82)	26.7	1.5	(29)
Westport Edison Community Middle	27.9	6.0	(555)	30.4	-1.2	(116)	28.9	10.2	(329)	33.6	-1.4	(308)

- Students who entered middle, high school, and alternative charter schools in the fall of 1999 varied greatly in their average achievement reading and mathematics achievement levels. The lowest performing students on average entered the Urban Community Leadership Academy, with an average reading achievement NCE of 27 (the 14<sup>th</sup> percentile), and Westport Edison Community Middle School, with an average reading achievement NCE of 29 (the 16<sup>th</sup> percentile). Students at Don Bosco Education Center entered at an average mathematics achievement NCE of 23 (the 10<sup>th</sup> percentile). The highest performing students entered Southwest Charter School at a reading achievement NCE of 46 (the 43<sup>rd</sup> percentile) and Hogan Preparatory Academy at a reading achievement NCE of 40 (the 33<sup>rd</sup> percentile).
- For all charter schools serving middle, high school, and alternative school student populations in the 1999-00 school year, student reading achievement grew at a rate that matched or exceeded their national peers for both fall-spring results and fall-fall results. Reading achievement test results for the 2000-01 school year yielded more mixed results, with some schools demonstrating rates of growth below their national peers. Mathematics results demonstrated mixed results for different testing cycles and different schools.

## **DISCUSSION AND RECOMMENDATIONS**

The Charter School Performance Study examined first-year implementation issues for the Kansas City charter schools and the extent to which those issues were resolved. Charter schools differed in the extent to which they experienced first-year implementation problems and in the extent to which those problems were resolved in the second year of the contract.

Implementation problems experienced by charter schools were similar to many of those experienced nationally and reported in the national evaluation. Similar to national findings, most Kansas City charter schools reported insufficient start-up funds and many reported inadequate facilities. Kansas City charter schools differed from charter schools nationally in the greater extent to which they reported difficulty with staffing, including meeting teacher certification requirements, teacher burnout, teacher turnover, and problems with the management and administration of charter schools. The late approval of charter schools appears to have had its most detrimental effects on staff hiring.

Changes in administrators and teachers occurred for many of the charter schools within the first year of operation. For all charter schools, the unexpected legislatively enacted district withholding of almost \$1000 per child proved to be the major problem experienced in the first year of operation. For the district, the approval of as many as 15 charter schools and the loss of several thousand students and the revenue they generate were unanticipated.

Charter school and district relationships in the first year of implementation were problematic according to most charter school respondents. Many charter school respondents indicated they had insufficient knowledge and administrative support to meet the many requirements for their operation as almost a separate school district. District respondents indicated that charter school staff required extensive assistance in the many aspects of school operations and management. A major source of these problems was related to identifying special needs students, obtaining district records, and meeting the needs of these students. Charter school respondents indicated that relationships had improved in the second year of operations.

One of the theoretical bases on which charter schools are defined in the research literature is their autonomy from the local district and its bureaucratic obstacles to effective instruction. The issue of autonomy has complicated results for charter schools. On the one hand, principals report that one of the best aspects of administration in charter schools is the ability to avoid the lengthy bureaucratic procurement procedures and to independently contract for repairs, goods and services. On the other hand, the lack of bureaucracy supporting the many functions required of public schools—particularly public schools operating independently of a district's bureaucracy—presents a management obstacle as well. The issue of autonomy from bureaucracy vs. support from the bureaucracy is an important issue in Kansas City given the legislatively enacted district withholding. Many charter school respondents expressed the opinion that it was not clear what services the district was providing in terms of support. Some district respondents indicated that they are unclear about how the autonomy from, versus support of, the district bureaucracy might be operationalized.



The overwhelming majority of students entering charter schools were drawn from the KCMSD student population. Some schools additionally recruited students who were not yet of school age in the hopes of retaining these students throughout their elementary career. Comparatively few students (about 10%) were drawn from the private school student population.

Similar to some national findings and apropos the Missouri charter school legislation's focus on disadvantaged students, most of the charter schools enrolled students who have demographic characteristics similar to the KCMSD student population in terms of gender, eligibility for free or reduced price lunch, and racial/ethnic identity. Elementary and high school students entering charter schools demonstrate somewhat lower achievement on the MAP than do their district peers. Overall, proportionately fewer non-minority students enrolled in charter schools than are enrolled in the district. These results indicate that early fears that charter schools would drain predominantly higher performing students from the district may not be substantiated among the 15 schools. As reported in the "comparable schools" analysis, several charter schools serve student populations that match few schools in the district in the sense that the demographic characteristics of the students (i.e., percentage of minority students and/or percentage of students eligible for free or reduced price lunch) are significantly lower.

Obtaining information from parents of charter school students proved difficult within a six-month period of time. Some schools had already conducted parent surveys and others were attempting to augment data required from parents for evaluation purposes and data that the schools needed to improve services. Among the schools that surveyed parents, parents reported to be well satisfied with many aspects of the charter school.

The limited time and funds for evaluation in the first six months did not allow for the collection of data on characteristics of teachers or instruction. However, discussions with administrators indicated unanimous support for the belief that they can ameliorate the prior effects of economic and educational disadvantage on students through a selected instructional model or selected teacher qualities. Additionally, charter schools that are embedded in community-based services believe they can achieve educational success by meeting the comprehensive needs of students and their families.

Analysis of baseline MAP achievement data indicated that in most content areas and grade levels, charter students in the aggregate are lower achieving than their peers in the district. More detailed analysis at the charter school level revealed that a great deal of variation occurs among and between charter schools. Detailed analysis of baseline MAP data at the individual charter school level revealed that a great deal of variation occurs among and between charter schools. Across all MAP subjects and all grades, Academie Lafayette students score similarly to or above the state average.<sup>1</sup> Southwest Charter Middle School students score above the state average in 8<sup>th</sup> grade social studies and similarly to the state average in 8<sup>th</sup> grade mathematics. They score above the KCMSD average in 7<sup>th</sup> grade communications arts and 7<sup>th</sup> grade science. The only other charter schools that score above the KCMSD average are Scuola Vita Nuova in 3<sup>d</sup> grade communications arts and Westport Community Middle School in 7<sup>th</sup> grade science. In communications arts, Allen Edison Educational Village, Westport Community Middle School,

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<sup>1</sup> Academie Lafayette has a similar percentage of minority students (about two-thirds) but a lower percentage of students who are eligible for free or reduced price lunch (40%) than the typical district school.

and Hogan Preparatory Academy score similarly to the KCMSD students in their respective grade levels. In mathematics, Academy of Kansas City scores similarly to the KCMSD average for 4<sup>th</sup> grade mathematics, but below the KCMSD average for 8<sup>th</sup> grade mathematics. Charter schools scoring similarly to the KCMSD average include Allen Edison Educational Village, Hogan Preparatory Academy, and Westport Community Middle School.

In science, Allen Edison Educational Village and Hogan Preparatory School score similar to the KCMSD average in their respective grades tested. In social studies, Allen Edison Educational Village, Academy of Kansas City, Westport Community Middle School, and Hogan Preparatory Academy score similarly to the KCMSD average in their respective grades tested.

In all subjects tested for all grades tested, charter schools scoring below the KCMSD average on baseline MAP testing include Banneker Charter Academy, Della Lamb Elementary, Lee A. Tolbert Academy, Genesis School, Urban Community Leadership Academy, Alta Vista Charter School, Don Bosco Center, and Westport Community High School.

Legislative direction for the evaluation of charter schools included a request for “comparable schools” comparisons. The groupings that emerged were based on the characteristics of students within charter schools, which were then matched as closely as possible to district schools. Similar grade level was a major source of grouping, followed by the percentage of poverty students attending a school and the percentage of students who are members of racial/ethnic minority groups. The following baseline comparison groups emerged from this analysis: (1) elementary schools with high percentages of poverty students, (2) elementary schools with high poverty and racially-mixed student populations, (3) elementary schools with balanced poverty and high-minority student populations, (4) foreign language schools, (5) middle schools, (6) regular high schools, (6) college preparatory schools, and (7) alternative schools.

Students in KCMSD high poverty/high minority schools in 3<sup>rd</sup> grade scored meaningfully higher in all subject areas than 3<sup>rd</sup> grade students in each of the four high poverty/high minority charter schools. Third grade students in the charter school foreign language school scored similarly to students at one of KCMSD’s foreign language comparison schools and higher than the other in communications arts. In 8<sup>th</sup> grade mathematics, one charter middle school scored meaningfully above its most comparable KCMSD school and above all other middle schools. The other two charter middle schools are similar to other KCMSD middle schools, with more than 85% of the students scoring in the lowest two levels in 8<sup>th</sup> grade mathematics. Although similar in the percentage of poverty and minority student populations, the baseline student performance on communication arts differed dramatically for the charter college preparatory school and the KCMSD preparatory school. Three-fourths of the students at the charter school scored at the lowest two levels, compared to 5% at the KCMSD college preparatory school. In math, almost all of the charter school college preparatory school students scored at the lowest two levels at baseline, compared to 34% at the KCMSD college preparatory school. All alternative schools experienced difficulty in testing students; the result is that the numbers are too low for meaningful comparisons.

Future “comparable schools” comparisons would benefit from knowledge of the similarities/dissimilarities in instructional model and structural characteristics (e.g., class size, student-teacher ratios) as well as similarities in student background characteristics.

Fall-spring results on the Stanford 9 Achievement Test were examined for each charter school and each school year by grade level configurations 1-6 and 7-12 for the four content areas tested. Each fall-spring comparison was tallied as representing a positive gain in achievement relative to the growth rate of the national norming group, growth in achievement at the same rate of the national norming group, and a negative gain in achievement relative to the growth rate of the national norming group.

At least 70% of the 155 combinations of fall-spring results for charter school students in grades 1-6 in reading, mathematics, science, and social studies resulted in positive gains in achievement—indicating student achievement at a higher rate than the national norming group. About 20% of comparisons generated negative achievement gains, indicating student achievement at a lower rate than the national norming group. About 10% of comparisons generated zero gains, indicating growth at the rate of the national norming group. Results are almost identical for grades 7-12.

Matched student analysis on SAT 9 Reading Achievement and SAT 9 Mathematics Achievement was conducted for each charter school for each possible combination of testing cycles: (1) fall 1999 and spring 2000, (2) fall 1999 and fall 2000, (3) fall 2000 and spring 2001, and (4) spring 2000 and spring 2001. All students in a school who were tested at both time frames for each possible combination were included in the analysis. Matched data for elementary charter schools is not yet widely available and no generalizable results are yet evident; thus, results are presented at the individual school level for elementary students in charter schools.

Baseline results for elementary students indicate that students at Academie Lafayette score above the national average on standardized tests of reading and mathematics achievement; students grow at about the same rate as their national peers based on an annual testing cycle and grow at a slightly higher rate than their national peers based on a fall-spring testing cycle. Based on a fall-spring testing cycle, Banneker Charter Academy students grow at a rate slightly above their national peers in both reading and mathematics.

Different test results for Della Lamb Elementary students were obtained depending on which testing cycle is examined. Fall-spring results indicate an average growth rate somewhat below their national peers and annual results indicate a growth rate considerably above their national peers. Students at Lee A. Tolbert Community Academy grow at a higher rate than their national peers based on a fall-spring testing cycle.

Students at Scuola Vita Nuova generally grow at the rate of their national peers in reading, although fluctuations occur that are slightly above or slightly below that rate depending on the testing cycle. In mathematics, students at Scuola Vita Nuova generally grow at a rate that exceeds their national peers.

The frequency and consistency of testing at both fall and spring norming periods for both school years for middle, high school, and alternative charter schools leads to more generalized findings. Students who entered middle school, high school, and alternative charter schools in the fall of 1999 varied greatly in their average reading and mathematics achievement levels. The lowest performing students on average entered the Urban Community Leadership Academy, with an average reading achievement NCE of 27 (the 14<sup>th</sup> percentile), and Westport Edison Community Middle School, with an average reading achievement NCE of 29 (the 16<sup>th</sup> percentile). Students at Don Bosco Education Center entered at an average mathematics achievement NCE of 23 (the 10<sup>th</sup> percentile). The highest performing students entered Southwest Charter School at a reading achievement NCE of 46 (the 43<sup>rd</sup> percentile) and Hogan Preparatory Academy at a reading achievement NCE of 40 (the 33<sup>rd</sup> percentile).

For all charter schools serving middle, high, and alternative school student populations in the 1999-00 school year, student reading achievement grew at a rate that matched or exceeded their national peers for both fall-spring results and fall-fall results. Reading achievement test results for the 2000-01 school year yielded more mixed results, with some schools demonstrating rates of growth below their national peers. Mathematics results demonstrated mixed results for different testing cycles and different schools.

The study of charter school performance would benefit from a discussion about what information the SAT 9 can reasonably provide in terms of improving instruction and evaluating student performance. The possible effects of over-testing for students who are given the complete SAT 9 battery in the fall, in the spring, and then who additionally participate in multiple-days of MAP testing is an issue that requires further discussion.

## **FUTURE EVALUATION NEEDS**

Future evaluation efforts would benefit from a closer working relationship with ongoing evaluation efforts in the KCMSD to identify successes experienced within the district as well as those experienced by charter schools. Knowledgeable KCMSD evaluators could better inform the “comparable schools” comparisons, particularly in terms of similarity of instructional approaches and structural characteristics.

The aggregation of results for all charter schools and all district schools should be cautiously interpreted. The methodological tendency to base evaluations on these aggregate comparisons is based on the faulty assumption that districts are uniform with respect to ineffective bureaucracy and poor quality of instruction across all schools. A more precise definition of what constitutes the “treatment” for charter schools would improve the quality of evaluations and allow for a higher quality “comparable schools” comparisons. For example, schools in both the KCMSD and in some charter schools implement the Success for All model, some in both contexts implement an intensive phonics-based direct instruction model, and some in both contexts implement an intensive Balanced Literacy model. Future evaluations should include measures of the important features of instruction.

Not addressed by the current evaluation are several assumptions about charter schools (outlined by Lasley et al., 1999) that would be of benefit to investigate.

- Do teachers who seek teaching opportunities in charter schools tend to be more unconventional and does that unconventionality engender innovation?
- Do teachers in charter schools use “best practice”?
- Is teacher autonomy greater in charter schools and, if so, does that autonomy foster an enhanced focus on innovation or effective pedagogy?
- Do teachers in charter schools have higher expectations that all students are capable of learning to high standards than is experienced by their district counterparts?
- Are instructional resources available to students in charter schools similar in quality and quantity to those available to students in the district?

Both the KCMSD and charter schools have a financially based need to know who is attracting and who is losing students. However, annual cross-sectional analysis and comparison of this data is not very reliable among student populations with histories of frequent entry and exit from schools. The need exists districtwide to know how many students and why students are entering and exiting district and charter schools within and across school years, and whether this mobility results in the failure to adequately attend any school for a sufficient length of time to acquire age- and grade-appropriate skill levels. The need to limit the number of transitions students make within the school year and throughout the grade levels has been cited as a critical factor by both early childhood educators and adolescent development experts. Indeed, retaining students across multiple grade levels is a key element of several charter schools.

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**APPENDIX A**

**STUDY INSTRUMENTS**

Student's Name \_\_\_\_\_

----- ? -----

**PARENT SURVEY -- CHARTER SCHOOLS: 2000-2001**

School Name \_\_\_\_\_ Student's ID Number \_\_\_\_\_

Are you this child's ? Parent/Step Parent/Foster Parent    ☐ Other Relative    ☐ Guardian    ☐ Other

1. Does your child live with ☐ Two Parents    ☐ One Parent    ☐ Other
2. Is English the primary language spoken in your child's home? ☐ Yes    ☐ No
3. Did your child attend this school last year? ☐ Yes    ☐ No
4. Before attending this school, which of the following describes your child's school experience?  
☐ Our/my child was home schooled  
☐ Our/my child attended a public school  
☐ Our/my child attended a private school  
☐ Our/my child was not of school age.
5. If your child attended a school before this one, which school did your child attend?

Name of School \_\_\_\_\_ Which District? \_\_\_\_\_

6. Which of the following are reasons you chose this school. Please check ( ? ) Yes or No for each item.

- |  |                              |                             |
|--|------------------------------|-----------------------------|
| a. Transportation is provided.   | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| b. This school is close to our/my home.  | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| c. This school is close to our/my work.  | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| d. This school asks for parents' opinions about how the school is run.               | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| e. This school has well qualified teachers.  | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| f. This school has a curriculum/instructional focus that meets our/my child's needs. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| g. I/we like this school's philosophy about teaching and learning.                   | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| h. Our/my friends or family send their children to this school.                      | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| i. Our/my child has special needs that this school addresses.                        | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| j. Our/my child had problems in his/her prior school.                                | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| k. I was/we were not satisfied with our child's learning opportunities.              | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| l. I/we had safety concerns about the school our child used to attend.               | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

**What other reasons did you have for choosing this school.**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

7. Please check (?) the box that indicates your agreement with the following statements.

	Agree	Disagree	I Don't Know
a. Our/my child works hard at this school.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
b. Our/my child receives extra help when it is needed.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
c. Our/my child's teacher maintains good classroom discipline.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
d. Our/my child gets about the right amount of homework.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
e. Our/my child's teacher cares about his/her students.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> ?
f. Our/my child has the books and materials that he/she needs.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
g. Our/my child's teacher lets us know if she/he has concerns about our child.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
h. Our/my child is safe at this school.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
i. Our/my child likes attending this school.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

8. This next section is about your involvement with your child's school. Please check (?) Yes or No for each item.

a. I/we visited our child's classroom during the 2000-01 school year.	<input checked="" type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
b. I/we attended parent/teacher conferences about our child during the 2000-01 school year.	<input checked="" type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
c. I am/we are asked to give our opinions on how the school is run.	<input checked="" type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
d. I/we receive regular communication about how well our/my child is doing in school.	<input checked="" type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
e. I/we feel welcome at this school.	<input checked="" type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

9. How well do you think your child is doing in this school? ☒ Below Average ☒ Average ☒ Above Average

10. How would you rate the quality of this school? ☒ Poor ☒ Fair ☒ Good ☒ Excellent

11. Please check (?) the box that best describes how often your child has these experiences at home.

	Daily	Several Times a Week	Several Times a Month	Never or Almost Never	Not Appropriate for Our Child's Age
a. I/we tell stories to our child.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
b. Our/my child is read to.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
c. I/we listen to our child read.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
d. Our/my child reads or looks at books.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
e. Our/my child talks about what he/she reads.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
f. Our/my child does homework	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
g. I/we check that our child does his/her homework	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

	<b>5 minutes or less</b>	<b>About 20 minutes</b>	<b>About 30 minutes</b>	<b>1 hour or more</b>	<b>Not Appropriate for Our Child's Age</b>
12. During a typical day when someone in your home reads to your child, about how much time is spent reading?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
13. During a typical day when your child reads or looks at books at home, about how much time does he/she spend?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
14. During a typical day when your child does homework, about how much time does he/she spend?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

15. Please check (?) the box that best describes the highest level of education of your child's mother/stepmother and father/stepfather.

**Mother/Stepmother/Foster Mother**

☒ Less than 12<sup>th</sup> grade

☒ High school diploma or G.E.D.

☒ Some college

☒ Bachelor's degree or higher

☒ Not applicable

**Father/Stepfather/Foster Father**

☒ Less than 12<sup>th</sup> grade

☒ High school diploma or G.E.D.

☒ Some college

☒ Bachelor's degree or higher

☒ Not applicable

16. Did your child attend preschool ? ☒ Yes ☒ No ☒ I don't know or remember



## Principal Interview: 2000-01

Number of years in school administration (including this year) \_\_\_\_\_

	<b>Not a Problem at All</b>	<b>Somewhat a Problem</b>	<b>Very Much a Problem</b>		<b>Not Resolved</b>	<b>Somewhat Resolved</b>	<b>Resolved</b>
<b>Resources:</b>							
a. Lack of start up funds							
b. Inadequate operating funds							
c. Inadequate facilities							





Have there been any other implementation challenges faced by this school?

3. Please rate the overall adequacy of general information provided this school by the following groups.

	<b>Very Inadequate</b>	<b>Inadequate</b>	<b>Adequate</b>	<b>Very Adequate</b>	<b>Not Provided</b>
a. Missouri Department of Elementary and Secondary Education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
b. The Kansas City Missouri School District	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
c. This school's sponsor	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
d. This school's operator	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

4. Please rate the overall adequacy of student data information provided this school by the following groups.

	<b>Very Inadequate</b>	<b>Inadequate</b>	<b>Adequate</b>	<b>Very Adequate</b>	<b>Not Provided</b>
a. Missouri Department of Elementary and Secondary Education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
b. The Kansas City Missouri School District	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
c. This school's sponsor	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
d. This school's operator	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

5. Please rate the overall adequacy of professional development provided this school by the following groups.

	<b>Very Inadequate</b>	<b>Inadequate</b>	<b>Adequate</b>	<b>Very Adequate</b>	<b>Not Provided</b>
a. Missouri Department of Elementary and Secondary Education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
b. The Kansas City Missouri School District	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
c. This school's sponsor	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
d. This school's operator	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

6. Please rate the overall adequacy of funding provided to operate this school.

? Very Inadequate

? Inadequate

? Adequate

? Very Adequate

7. Please rate the overall adequacy of volunteered time provided this school by the following groups.

	<b>Very Inadequate</b>	<b>Inadequate</b>	<b>Adequate</b>	<b>Very Adequate</b>	<b>Not Provided</b>
a. Parents in this school	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
b. Community foundation(s)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
c. Business partner(s)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
d. This school's sponsor	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

8. Please rate the overall adequacy of resources provided this school by the following groups.

	<b>Very Inadequate</b>	<b>Inadequate</b>	<b>Adequate</b>	<b>Very Adequate</b>	<b>Not Provided</b>
a. Parents in this school	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
b. Community foundation(s)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
c. Business partner(s)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
d. This school's sponsor	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

9. Thinking back to the school's charter application, have there been any major changes to the following:

<b>Yes</b>	<b>No</b>	
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	a. Educational Plan
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	b. Business Plan
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	c. Plan of Operation

If yes, please describe the changes.

10. Have any students transferred back to the KCMSD from your charter school?

☒ Yes

☒ No

If yes, approximate number of students \_\_\_\_\_

11. Does your charter school recruit students? ☐ Yes ☐ No  
Please briefly explain:

12. Please indicate the approximate percent of your school's students who were receiving the following school experiences prior to enrolling in this school.

**Percent of students**

**School Experience Prior to Enrollment**

- |         |  |
|---------|--|
| _____ % | a. Students were home schooled   |
| _____ % | b. Students attended public school in the Kansas City Missouri School District |
| _____ % | c. Students attended public school in a school district other than the KCMSD   |
| _____ % | d. Students attended private school  |
| _____ % | e. Students were not of school age   |

13. Which of the following are reasons that you believe parents chose this school. Please check ( ? ) Yes or No for each item.

- |  |                              |                             |
|--|------------------------------|-----------------------------|
| a. Transportation is provided.   | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| b. This school is close to our/my home.  | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| c. This school is close to our/my work.  | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| d. This school asks for parents' opinions about how the school is run.               | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| e. This school has well qualified teachers.  | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| f. This school has a curriculum/instructional focus that meets our/my child's needs. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| g. I/we like this school's philosophy about teaching and learning.                   | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| h. Our/my friends or family send their children to this school.                      | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| i. Our/my child has special needs that this school addresses.                        | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| j. Our/my child had problems in his/her prior school.                                | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| k. I was/we were not satisfied with our child's learning opportunities.              | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| l. I/we had safety concerns about the school our child used to attend.               | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

What other reasons did parents have for choosing this school.

14. What percent of your school’s students are eligible for free or reduced price lunch. \_\_\_\_\_ %

15. What is your charter school’s recruiting source for teachers?

16. Please provide the following information about your school’s teaching staff:

Grade level	Number of students	Number of certified teachers	Number of non-certified teachers	Number of classroom teacher assistants
<b>TOTAL</b>				

17. What are this school’s greatest strengths?

18. If you were advising others who were interested in starting a Charter School, what are the lessons learned that you would share?

19. Please look at this list of members of the Board of Directors. Are these the current board members? If no, please describe the changes.



## CHARTER SCHOOL BOARD MEMBER INTERVIEW

1. Name\_\_\_\_\_
2. Board Position (Officer or member)\_\_\_\_\_
3. Length of service\_\_\_\_\_
4. Briefly describe the Board's role in the Charter School\_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

5. Charter schools face implementation challenges. Please indicate the rating that best describes the difficulty that this school has had with each of the following implementation challenges.

Not at all Challenging	Somewhat Challenging	Challenging
---------------------------	-------------------------	-------------

Lack of start up funds  
Inadequate operating funds  
Lack of planning time  
Inadequate facilities  
State or local board opposition  
District resistance or regulations  
Internal processes or conflicts  
School administration and  
management  
Health and Safety regulations  
Hiring staff  
Teacher burnout  
Accountability requirements  
Lack of parental support  
Union or bargaining unit opposition  
Teacher certification requirements  
Teacher turnover  
Community opposition  
Communication w/parents  
Federal regulations

Have there been other implementation challenges faced by this school?

6. Please rate overall the support provided this school by the following groups

	Very Inadequate	Inadequate	Adequate
KCMSD			
School's Sponsor			
School's Collaborator			
Students' families			
Community			

Please describe the support provided by each of these groups.

7. Have your expectations about the effectiveness of charter schools in improving the quality of school experiences for students changes over the past two years?

PRIOR TO IMPLEMENTATION

☐ Very ineffective      ☐ Somewhat ineffective      ☐ Somewhat effective      ☐ Very effective

Now

☐ Very ineffective      ☐ Somewhat ineffective      ☐ Somewhat effective      ☐ Very effective

**Why?**

8. Have any students transferred back to the KCMSD from your charter school?

Approximate number of students \_\_\_\_\_

9. Does your school have a structured recruiting process?

☐ Yes      ☐ No      ☐ Don't Know

10. If yes, briefly describe the process \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

11. What percentage of your teachers are certified? \_\_\_\_\_

\_\_\_\_\_

12. What is your recruiting source for teachers? \_\_\_\_\_

\_\_\_\_\_

13. What criteria should the community use to measure or determine whether public or charter schools are doing a good job?

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---

14. Should there be more charter schools? \_\_\_\_\_

If yes, why?

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15. What is your overall perception of the performance of the KCMSD?

☐ Excellent    ☐ Good    ☐ Adequate    ☐ Fair    ☐ Poor

16. What is your overall perception of the performance of charter schools?

☐ Excellent    ☐ Good    ☐ Adequate    ☐ Fair    ☐ Poor

17. Do you wish to make any other comments regarding the affects of charter schools on the KCMSD?

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**STATE EVALUATION OF MISSOURI'S CHARTER SCHOOLS**  
**KCMSD Board Interview: 2000-01**

1. Name\_\_\_\_\_
2. Board Position (Officer or member)\_\_\_\_\_
3. Length of service\_\_\_\_\_
4. Please briefly describe your role in the development/implementation of charter schools.

5. To what extent has the introduction of Charter Schools had an impact on how the Board operates?

☐ No Impact

☐ Some Impact

☐ Considerable Impact

Briefly explain:

6. To what extent has Charter School implementation had a financial impact on KCMSD?

☐ No Impact

☐ Some Impact

☐ Considerable Impact

Briefly explain:

7. In what other ways have Charter Schools impacted KCMSD?

Students:

Parents:

Administrators:

Teachers:

Other Staff:

8. To what extent has Charter School implementation had an impact on the KCMSD curriculum?

☐ No Impact

☐ Some Impact

☐ Considerable Impact

9. Do you believe that public education is improved by the implementation of Charter Schools?

☐ Not Improved

☐ Somewhat Improved

☐ Greatly Improved

10. What criteria should the community use to measure or determine whether public or charter schools are doing a good job?

11. Should there be more charter schools? Why or why not?

☐ Yes

☐ No

12. What is your overall perception of the performance of the KCMUSD?

☐ Excellent

☐ Good

☐ Fair

☐ Poor

13. What is your overall perception of the performance of charter schools?

☐ Excellent

☐ Good

☐ Fair

☐ Poor

14. Do you have any other comments regarding the effect of charter schools on the KCMUSD?

**STATE EVALUATION OF MISSOURI'S CHARTER SCHOOLS**  
**Superintendent Interview: 2000-01**

1. Name \_\_\_\_\_
2. Position \_\_\_\_\_
3. Length of service \_\_\_\_\_
4. Briefly describe your role in the charter school movement:

5. To what extent has that role changed with the introduction of charter schools in KCMSD?

☐ No change

☐ Some change

☐ Much change

Briefly explain:

6. Has student population declined since the 1999-2000 school year? ☐ Yes ☐ No

If yes, the approximately number of students \_\_\_\_\_

7. What impact has charter school implementation had on KCMSD student enrollment?

☐ No impact

☐ Some Impact

☐ Great Impact

Briefly describe:

8. To what extent has charter school implementation had a financial impact on KCMUSD?

☐ No Impact

☐ Some Impact

☐ Considerable Impact

Briefly explain:

9. In what other ways have charter schools impacted KCMUSD?

Students:

Parents:

Administrators:

Teachers:

Other Staff:



10. To what extent has charter school implementation had an impact on the KCMSD curriculum?

☐ No Impact

☐ Some Impact

☐ Considerable Impact

11. Do you believe that public education is improved by the implementation of charter schools?

☐ Not improved

☐ Somewhat Improved

☐ Greatly Improved

12. What criteria should the community use to measure or determine whether public or charter schools are doing a good job?

13. Should there be more charter schools?

☐ Yes

☐ No

14. What is your overall perception of the performance of the KCMSD?

☐ Excellent

☐ Good

☐ Adequate

☐ Fair

☐ Poor

15. What is your overall perception of the performance of charter schools?

☐ Excellent

☐ Good

☐ Adequate

☐ Fair

☐ Poor

16. Has the KCMSD established any type of program to encourage the return of students to the District?

☐ Yes      ☐ No

If yes, briefly describe the program:

17. How many students have transferred back to the KCMSD from charter schools?

Approximate number of students \_\_\_\_\_

18. Do you wish to make any other comments regarding the effect of charter schools on the KCMSD?

**STATE EVALUATION OF MISSOURI'S CHARTER SCHOOLS**  
**Community Member Interview: 2000-01**

1. Name\_\_\_\_\_
2. Position/Title\_\_\_\_\_
3. Organization\_\_\_\_\_

4. Do you have a relationship or interest in the Kansas City Missouri School District?

☐ Yes                      ☐ No

If yes, briefly describe your relationship or interest in the KCMSD:

5. Charter schools were implemented in the District in 1999. What impact, if any, do you believe these schools have had on the KCMSD?

☐ No Impact                      ☐ Some Impact                      ☐ Considerable Impact

Briefly explain:

6. Do you believe that public education is improved or not improved by the implementation of charter schools?

☐ Not Improved                      ☐ Somewhat Improved                      ☐ Considerably Improved

Briefly explain:

7. Do you or your organization participate in supporting any regular public school?

☐ Yes

☐ No

If yes, what type of support do you provide?

8. Do you or your organization participate in supporting any charter school?

☐ Yes

☐ No

If yes, what type of support do you provide?

9. As a member of the KCMSD community, what vision do you have for public education?

10. How do charter schools fit into that vision?

11. What criteria should the community use to measure or determine whether regular public or public charter schools are doing a good job (identify two or three criteria)?

12. Should there be more charter schools?

☐ Yes ☐ No

Briefly explain:

13. What is your overall perception of the performance of the KCMSD?

☐ Excellent ☐ Good ☐ Fair ☐ Poor

14. What is your overall perception of the performance of the charter schools?

☐ Excellent ☐ Good ☐ Fair ☐ Poor

15. Do you wish to make any other comments concerning KCMSD or the charter schools?

**APPENDIX B**

**STANFORD ACHIEVEMENT TEST RESULTS**

**FOR EACH CHARTER SCHOOL**

**Table 1. Stanford Achievement Test\* and MAP 2000 Baseline Results**  
**Academie Lafayette**  
**(Enrollment 2001 = 278)**

Content Area and Grade Level Tested	Fall 99				Spring 00				Fall 00				Spring 01				MAP 2000	
	NCE	GE	SS	(N)	NCE	GE	SS	(N)	NCE	GE	SS	(N)	NCE	GE	SS	(N)	NCE	(N)
Mathematics																		
2	45	1.9	534	(35)	48	2.9	569	(37)	57	2.5	555	(41)	65	4.5	604	(38)	59	(26)
3	39	2.8	562	(21)	50	4.3	599	(20)	44	2.9	570	(37)	47	3.7	594	(32)		
4	58	5.1	620	(23)	52	5.4	629	(27)	52	4.9	610	(16)	55	5.9	633	(11)		
5	58	6.9	652	(8)	65	9.0	672	(8)	48	5.9	635	(23)	58	7.8	660	(19)		
6	57	7.8	663	(23)	54	7.8	665	(24)	69	9.0	682	(8)	70	10.7	697	(8)		
7	44	7.5	657	(13)	49	8.4	671	(13)	52	8.4	673	(17)	56	9.1	682	(17)	57	(6)
8	66	10.8	707	(5)	61	10.7	702	(6)	52	9.1	680	(12)	51	9.5	683	(12)		
Reading/Communication Arts																		
2	42	2.3	539	(28)	54	3.4	591	(37)	53	2.9	564	(40)	57	3.8	599	(38)	51	(19)
3	44	3.3	581	(15)	49	4.8	616	(19)	52	3.6	598	(36)	54	4.6	624	(31)		
4	47	4.7	623	(21)	53	6.1	644	(24)	52	5.3	636	(16)	52	5.9	644	(11)		
5	67	8.9	689	(8)	71	9.5	692	(8)	48	6.1	645	(23)	52	6.8	657	(19)		
6	56	7.5	671	(22)	60	8.2	680	(24)	72	10.1	699	(8)	80	11.3	722	(7)		
7	55	8.2	682	(14)	56	9.3	691	(13)	59	8.7	589	(17)	57	8.9	692	(17)	55	(13)
8	64	10.8	712	(5)	67	11.2	722	(6)	59	10.3	703	(12)	60	10.4	709	(12)		
Science																		
3					56	5.4	625	(20)					62	6.0	636	(32)	50	(20)
4	54	5.5	626	(23)	60	7.0	648	(27)	55	5.8	631	(16)	60	7.2	646	(11)		
5	62	8.2	658	(8)	67	9.3	674	(8)	61	8.2	659	(23)	57	7.6	653	(19)		
6	53	7.2	650	(23)	59	8.4	661	(24)	65	9.5	669	(8)	71	9.9	686	(8)		
7	55	8.7	662	(13)	57	9.2	668	(13)	56	10.0	675	(12)	60	9.6	673	(17)	54	(13)
8	73	11.6	706	(5)	66	10.9	696	(6)										
Social Studies																		
3					49	4.4	591	(20)					56	5.1	602	(32)	60	(27)
4	53	5.4	604	(23)	61	7.0	623	(27)	53	5.5	605	(16)	52	5.8	606	(11)		
5	59	7.8	628	(8)	64	8.7	640	(8)	52	7.0	617	(23)	54	7.4	623	(19)		
6	56	7.5	632	(24)	57	8.6	640	(24)	70	10.5	655	(8)	73	10.8	670	(8)		
7	52	8.2	638	(13)	53	9.3	645	(13)	55	8.9	645	(17)	55	9.1	647	(17)		
8	62	10.7	661	(5)	66	11.0	673	(6)	54	9.3	650	(12)	58	10.4	659	(12)	60	(6)

Different students in each testing period

**Table 2. Stanford Achievement Test and MAP 2000 Baseline Results  
Academy of Kansas City  
(Enrollment 2001 = )**

Note: Data not available at time of report.



**Table 3. Stanford Achievement Test \* and MAP 2000 Baseline Results**  
**Allen Edison Educational Village**  
**(Enrollment 2001 = 429)**

Content Area and Grade Level Tested		Spring 00				Spring 01				MAP 2000	
		NCE	GE	SS	(N)	NCE	GE	SS	(N)	NCE	(N)
<b>Mathematics</b>											
	2	40	2.4		(57)	38	2.2		(43)		
	3	38	3.2		(69)	47	3.4		(52)		
	4	41	4.4		(61)	44	4.2		(42)	41	(57)
	5	44	6.0		(62)	44	5.1		(47)		
	6	44	6.6		(61)	51	6.0		(52)		
	7	38	6.5		(35)	50	7.5		(51)		
	8	49	8.9		(28)	44	7.7		(23)	41	(28)
<b>Reading/Communication Arts</b>											
	2	45	2.9		(52)	41	2.5		(34)		
	3	40	3.7		(68)	44	3.4		(52)	46	(66)
	4	43	5.0		(58)	46	4.1		(38)		
	5	42	5.5		(60)	49	5.3		(42)		
	6	49	6.8		(58)	48	5.9		(48)		
	7	34	6.1		(35)	50	7.7		(51)	40	(33)
	8	41	7.8		(28)	50	7.5		(23)		
<b>Science</b>											
	2										
	3	42	3.5		(68)	40	8.4		(53)	44	(65)
	4	43	5.3		(61)	43	3.9		(42)		
	5	41	5.2		(62)	44	4.6		(47)		
	6	46	6.4		(61)	50	6.3		(52)		
	7	37	5.9		(35)	41	7.4		(51)	37	(33)
	8	37	6.9		(28)	40	7.8		(23)		
<b>Social Studies</b>											
	2										
	3	40	3.6		(66)	38	6.8		(53)		
	4	46	4.9		(61)	41	3.6		(42)	49	(59)
	5	43	5.1		(62)	45	4.2		(47)		
	6	45	6.6		(61)	44	5.9		(52)		
	7	39	6.7		(35)	48	6.9		(51)		
	8	41	7.8		(28)	43	7.4		(23)	43	(24)

Different students in each testing period

**Table 4. Stanford Achievement Test\* and MAP 2000 Baseline Results**  
**Banneker Charter Academy of Technology**  
**(Enrollment 2001 = 306)**

Content Area and Grade Level Tested	Fall 00				Spring 01				MAP 2000	
	NCE	GE	SS	(N)	NCE	GE	SS	(N)	NCE	(N)
<b>Mathematics</b>										
K					34	0.0	461	(37)		
1	30	0.0	458	(35)	36	1.2	507	(33)		
2	33	1.4	513	(46)	41	2.5	556	(35)		
3	28	2.0	539	(41)	31	2.7	562	(40)		
4	34	3.0	573	(59)	35	3.8	596	(48)	32	(38)
5	25	3.6	592	(55)	30	4.4	611	(53)		
6	31	4.6	617	(32)	33	5.2	627	(36)		
<b>Reading/Communication Arts</b>										
K					42	1.0	445	(34)		
1	39	0.7	450	(21)	30	1.3	492	(28)		
2	37	2.0	525	(39)	38	2.5	559	(33)		
3	30	2.3	552	(25)	31	2.9	576	(36)	39	(54)
4	31	3.3	590	(54)	32	3.7	603	(47)		
5	24	3.6	598	(53)	30	4.2	617	(52)		
6	27	4.2	619	(32)	34	5.0	634	(34)		
<b>Science</b>										
3					31	2.2	576	(38)	33	(52)
4	37	3.2	595	(60)	37	3.7	607	(48)		
5	23	2.8	591	(56)	33	4.2	614	(53)		
6	31	4.1	614	(34)	33	4.4	619	(36)		
<b>Social Studies</b>										
3					38	2.8	571	(39)		
4	35	3.0	573	(59)	38	3.6	583	(48)	34	(38)
5	24	2.8	570	(56)	31	3.8	586	(53)		
6	32	4.3	595	(32)	28	4.2	593	(36)		

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Different students in each testing period

**Table 5. Stanford Achievement Test\* and MAP 2000 Baseline Results**  
**Della Lamb Elementary**  
**(Enrollment 2001 = 214)**

Content Area and Grade Level Tested	Spring 00				Fall 00				Spring 01				MAP 2000	
	NCE	GE	SS	(N)	NCE	GE	SS	(N)	NCE	GE	SS	(N)	NCE	(N)
<b>Mathematics</b>														
1	34	1.1	504	(26)	52	1.1	500	(45)	37	1.2	508	(43)	32	(16)
2	27	1.8	529	(33)	42	1.7	528	(29)	40	2.4	554	(28)		
3	26	2.4	553	(25)	49	3.1	578	(33)	43	3.6	586	(35)		
4	29	3.5	586	(16)	43	3.6	592	(23)	41	4.3	609	(21)		
5					34	4.4	608	(15)	33	4.9	617	(16)		
<b>Reading/Communication Arts</b>														
1	41	1.6	513	(25)	63	1.5	504	(43)	51	1.9	534	(42)	35	(25)
2	32	2.2	547	(29)	43	2.0	538	(28)	45	2.8	574	(28)		
3	30	2.7	572	(25)	41	2.8	574	(34)	35	3.2	585	(35)		
4	24	3.4	587	(14)	37	3.6	602	(23)	37	3.9	612	(21)		
5					36	4.6	621	(11)	33	4.4	622	(15)		
<b>Science</b>														
3	33	2.2	580	(25)					35	2.5	584	(35)	30	(25)
4	28	2.7	589	(16)	42	3.7	603	(23)	37	3.6	606	(21)		
5					37	4.4	616	(15)	34	4.3	617	(16)		
<b>Social Studies</b>														
3	34	2.4	564	(24)					34	2.5	564	(35)	36	(16)
4	33	3.1	574	(16)	37	3.3	576	(23)	43	4.1	590	(21)		
5					33	3.7	584	(15)	36	4.3	593	(16)		

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Different students in each testing period

**Table 6. Stanford Achievement Test\* and MAP 2000 Baseline Results  
Gordon Parks  
(Enrollment 2001 = 83)**

Content Area and Grade Level Tested	Fall 99				Spring 00				Fall 00				Spring 01				MAP 2000	
	NCE	GE	SS	(N)	NCE	GE	SS	(N)	NCE	GE	SS	(N)	NCE	GE	SS	(N)	NCE	(N)
<b>Mathematics</b>																		
1	24		469	(12)	36		506	(13)	38		473	(25)	41		515	(29)		
2									31		509	(21)	32		539	(23)		
<b>Reading/Communication Arts</b>																		
1	32		470	(7)	33		497	(12)	40		452	(23)	44		52	(28)		
2									31		511	(18)	38		559	(23)		

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Different students in each testing period

**Table 7. Stanford Achievement Test\* and MAP 2000 Baseline Results**  
**Lee A. Tolbert Community Academy**  
**(Enrollment 2001 = 402)**

Content Area and Grade Level Tested	Fall 00				Spring 01				MAP 2000	
	NCE	GE	SS	(N)	NCE	GE	SS	(N)	NCE	(N)
<b>Mathematics</b>										
1	39	0.4	475	(76)	50	1.9	532	(79)		
2	31	1.2	509	(75)	41	2.5	556	(77)		
3	22	1.8	529	(60)	30	2.6	561	(66)		
4	30	2.8	567	(44)	32	3.6	590	(44)		
5	29	3.9	599	(43)	36	5.1	622	(43)		
6	29	4.4	612	(44)	36	5.5	632	(43)		
<b>Reading/Communication Arts</b>										
1	44	1.0	461	(70)	50	1.9	531	(79)		
2	37	1.8	525	(69)	44	2.7	571	(75)		
3	27	2.1	545	(47)	34	3.0	582	(62)	37	(33)
4	31	3.2	589	(40)	32	3.7	603	(44)		
5	30	4.0	610	(39)	34	4.6	623	(39)		
6	29	4.4	622	(44)	36	5.1	637	(43)		
<b>Science</b>										
3					34	2.3	581	(66)	34	(32)
4	34	2.5	588	(44)	33	3.4	599	(45)		
5	27	3.1	599	(43)	33	4.2	614	(44)		
6	30	4.0	613	(46)	33	4.5	619	(43)		
<b>Social Studies</b>										
3					34	2.5	563	(66)		
4	29	2.4	564	(45)	41	4.1	588	(45)		
5	29	3.4	578	(43)	34	4.1	590	(44)		
6	27	3.7	586	(46)	31	4.6	597	(43)		

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Different students in each testing period

**Table 8. Stanford Achievement Test\* and MAP 2000 Baseline Results**  
**Scuola Vita Nuova**  
**(Enrollment 2001 = 90)**

Content Area and Grade Level Tested	Fall 99				Spring 00				Fall 00				Spring 01				MAP 2000	
	NCE	GE	SS	(N)	NCE	GE	SS	(N)	NCE	GE	SS	(N)	NCE	GE	SS	(N)	NCE	(N)
<b>Mathematics</b>																		
K					47	0.6	485	(17)					51	1.0	494	(16)		
1	40	0.4	478	(17)	38	1.3	510	(15)	56	1.2	507	(15)	61	2.3	551	(12)		
2	32	1.3	512	(17)	33	2.1	542	(16)	39	1.6	523	(13)	41	2.5	556	(16)		
3	33	2.3	548	(12)	34	2.8	568	(11)	35	2.4	554	(15)	37	3.0	574	(15)		
4									34	3.1	573	(13)	42	4.2	609	(15)		
5									28	3.9	597	(6)	41	5.2	631	(8)		
<b>Reading/Communication Arts</b>																		
K					59	1.1	477	(15)					56	1.0	471	(16)		
1	48	1.0	468	(15)	48	1.9	530	(14)	69	1.7	515	(14)	59	2.3	553	(12)		
2	34	1.6	516	(15)	37	2.4	557	(17)	39	1.9	531	(12)	39	2.5	562	(16)		
3	43	3.4	581	(9)	35	3.3	586	(11)	40	2.7	571	(15)	42	3.4	598	(15)	48	(13)
4									32	3.4	593	(12)	42	4.4	622	(14)		
5									39	4.9	628	(6)	38	5.3	632	(8)		
<b>Science</b>																		
3					43	3.7	599	(11)					46	3.5	604	(16)	61	(14)
4									44	4.2	607	(13)	49	5.2	628	(15)		
5									34	4.0	609	(6)	42	4.9	628	(8)		
<b>Social Studies</b>																		
3					38	2.9	570	(11)					38	3.0	571	(16)		
4									38	3.4	578	(13)	45	4.3	594	(15)		
5									43	5.0	600	(6)	55	6.9	623	(8)		

Different students in each testing period

**Table 9. Stanford Achievement Test\* and MAP 2000 Baseline Results**

**Alta Vista  
(Enrollment 2001 = 108)**

Content Area and Grade Level Tested	Fall 99				Spring 00				Fall 00				Spring 01				MAP 2000	
	NCE	GE	SS	(N)	NCE	GE	SS	(N)	NCE	GE	SS	(N)	NCE	GE	SS	(N)	NCE	(N)
<b>Mathematics</b>																		
9	37	7.7	664	(42)	42	8.4	674	(32)	34	7.3	659	(51)	39	8.0	669	(34)		
10	30	7.4	662	(13)	30	8.0	668	(14)	31	7.5	664	(16)	33	8.4	674	(24)	34	(13)
11	31	7.7	666	(12)	32	8.4	673	(16)	34	8.0	669	(12)	36	9.0	679	(12)		
12	26	7.3	662	(13)	28	8.1	669	(8)	39	9.0	679	(13)	35	9.0	680	(18)		
<b>Reading/Communication Arts</b>																		
9	39	7.8	674	(40)	40	8.5	681	(32)	39	7.8	674	(50)	31	6.9	664	(34)		
10	21	5.7	649	(13)	28	7.2	669	(14)	30	7.1	666	(16)	29	7.2	669	(24)		
11	20	6.3	654	(11)	33	8.2	680	(16)	27	7.0	668	(12)	31	7.9	677	(12)	41	(13)
12	24	6.7	663	(13)	28	7.9	674	(8)	27	7.2	669	(13)	30	8.0	676	(18)		
<b>Science</b>																		
9	41	8.1	661	(42)	38	8.0	657	(33)	36	7.3	650	(50)	36	7.5	653	(34)		
10	29	6.9	648	(13)	37	8.6	663	(14)	33	7.8	655	(16)	36	8.1	660	(24)		
11	30	7.7	655	(12)	38	9.5	669	(16)	33	8.2	660	(12)	34	8.5	663	(12)	35	(13)
12	33	8.6	663	(13)	37	9.2	671	(8)	35	8.9	665	(13)	34	8.9	665	(18)		
<b>Social Studies</b>																		
9	37	7.7	632	(42)	38.9	8.5	639	(33)	38	7.7	633	(50)	40	8.5	641	(34)		
10	33	8.0	633	(13)	32	8.0	633	(14)	37	8.4	639	(16)	42	9.7	651	(24)		
11	37	8.8	644	(12)	35	9.0	644	(16)	37	8.9	644	(12)	38	9.2	647	(12)	39	(15)
12	32	8.0	638	(13)	30	8.4	638	(8)	34	8.7	643	(13)	37	9.3	648	(17)		

Different students in each testing period

**Table 10. Stanford Achievement Test\* and MAP 2000 Baseline Results**  
**Don Bosco Education Center**  
**(Enrollment 2001 = 166)**

Content Area and Grade Level Tested	Fall 99				Spring 00				Fall 00				Spring 01				MAP 2000	
	NCE	GE	SS	(N)	NCE	GE	SS	(N)	NCE	GE	SS	(N)	NCE	GE	SS	(N)	NCE	(N)
<b>Mathematics</b>																		
9	22	5.5	638	(27)	27	6.4	649	(20)	26	6.0	645	(55)	28	6.5	650	(25)		
10	15	5.6	638	(19)	18	6.4	650	(13)	22	6.5	650	(35)	15	6.1	645	(18)	26	(9)
11	18	6.3	645	(10)	25	7.4	663	(6)	20	6.4	648	(17)	15	6.2	646	(23)		
12	26	7.2	659	(13)	31	8.3	675	(23)	20	6.6	649	(10)	16	6.5	649	(32)		
<b>Reading/Communication Arts</b>																		
9	18	5.0	635	(27)	24	6.1	652	(21)	27	6.2	652	(56)	28	6.5	659	(26)		
10	23	6.2	653	(19)	23	6.6	658	(13)	30	7.2	666	(37)	21	6.6	656	(18)		
11	25	6.9	663	(10)	24	6.8	662	(6)	30	7.7	672	(20)	26	7.1	667	(22)	39	(3)
12	35	8.0	683	(13)	35	8.4	686	(23)	30	8.1	673	(12)	21	6.8	661	(32)		
<b>Science</b>																		
9	24	5.4	632	(27)	29	6.6	643	(21)	25	5.5	632	(58)	28	6.2	639	(26)		
10	21	5.8	634	(18)	21	5.7	632	(13)	23	6.0	636	(35)	21	5.8	635	(18)		
11	23	6.6	643	(11)	21	6.6	642	(6)	27	7.3	649	(19)	20	6.1	639	(23)	30	(8)
12	26	6.8	653	(13)	27	7.3	651	(24)	17	5.6	629	(12)	19	6.1	637	(32)		
<b>Social Studies</b>																		
9	27	5.9	616	(27)	28	6.7	623	(20)	27	6.0	616	(56)	29	6.9	625	(26)		
10	23	6.4	620	(17)	11	5.0	605	(12)	22	6.3	619	(34)	21	6.6	623	(18)		
11	21	6.5	621	(11)	22	7.0	627	(6)	22	6.7	624	(18)	20	6.7	623	(23)	21	(2)
12	27	7.0	628	(13)	23	7.0	626	(23)	21	7.0	622	(11)	21	7.0	627	(32)		

Different students in each testing period



**Table 11. Stanford Achievement Test \* and MAP 2000 Baseline Results**  
**Genesis School**  
**(Enrollment 2001 = 138)**

Content Area and Grade Level Tested	Fall 00				Spring 01				MAP 2000	
	NCE	GE	SS	(N)	NCE	GE	SS	(N)	NCE	(N)
<b>Mathematics</b>										
6	27	4.4	610	(24)	29	4.9	618	(17)		
7	16	4.1	607	(41)	25	5.1	629	(31)		
8	26	5.5	634	(51)	30	6.0	646	(38)	21	(38)
9	23	5.8	640	(4)						
10	25	6.6	655	(3)					25	(5)
11	30	7.6	664	(3)						
<b>Reading/Communication Arts</b>										
6	26	4.6	616	(24)	33	5.3	633	(14)		
7	18	4.1	616	(39)	27	5.0	636	(30)	40	(29)
8	22	5.1	634	(44)	29	6.0	650	(37)		
9	29	6.2	655	(3)						
10	30	6.8	665	(2)						
11	32	7.9	676	(3)					28	(6)
<b>Science</b>										
6	33	4.6	617	(21)	37	5.5	626	(17)		
7	25	4.1	614	(39)	37	5.9	636	(31)	28	(30)
8	30	5.5	631	(48)	34	6.1	640	(37)		
9	28	5.9	639	(5)						
10	19	5.1	634	(1)						
11	9	4.0	616	(3)					32	(5)
<b>Social Studies</b>										
6	29	4.1	589	(22)	32	4.9	598	(17)		
7	23	4.1	590	(39)	33	5.7	612	(31)		
8	26	5.2	606	(50)	30	6.0	616	(37)	29	(39)
9	21	5.2	608	(5)						
10	37	7.8	639	(1)						
11	1	2.1	558	(3)					28	(6)

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Different students in each testing period

**Table 12. Stanford Achievement Test\* and MAP 2000 Baseline Results**  
**Hogan Preparatory Academy**  
**(Enrollment 2001 = 287)**

Content Area and Grade Level Tested	Fall 99				Spring 00				Fall 00				Spring 01				MAP 2000	
	NCE	GE	SS	(N)	NCE	GE	SS	(N)	NCE	GE	SS	(N)	NCE	GE	SS	(N)	NCE	(N)
<b>Mathematics</b>																		
9	38	7.6	665	(82)	38	7.9	668	(78)	38	7.8	666	(82)	41	8.5	672	(71)		
10	36	8.0	670	(63)	32	8.3	673	(62)	41	8.8	678	(90)	39	9.4	683	(87)	37	(64)
11	40	9.0	677	(65)	68	9.4	682	(53)	42	9.1	680	(70)	36	9.1	680	(68)		
12									45	9.9	688	(47)	38	9.5	686	(43)		
<b>Reading/Communication Arts</b>																		
9	40	7.9	676	(80)	46	9.4	693	(78)	40	7.9	676	(81)	44	9.0	689	(71)		
10	38	8.2	681	(63)	39	9.0	689	(65)	45	9.3	693	(84)	43	9.5	696	(87)		
11	44	9.7	698	(66)	45	10.1	702	(52)	41	9.3	693	(70)	40	9.3	693	(68)	50	(53)
12									47	10.3	705	(47)	49	10.8	711	(43)		
<b>Science</b>																		
9	36	7.3	652	(82)	40	8.2	661	(78)	32	6.7	645	(82)	36	7.6	654	(71)		
10	34	7.7	656	(63)	38	8.7	664	(62)	41	8.9	666	(90)	41	9.2	669	(86)		
11	42	9.9	673	(66)	43	10.3	677	(53)	39	9.2	669	(70)	38	9.3	669	(68)	37	(63)
12									47	10.9	683	(47)	41	10.0	675	(43)		
<b>Social Studies</b>																		
9	38	7.6	633	(82)	39	8.2	640	(78)	37	7.6	632	(82)	39	8.2	639	(71)		
10	40	8.8	644	(63)	37	8.9	644	(62)	45	9.6	650	(90)	43	9.8	653	(87)		
11	41	9.6	649	(66)	42	9.7	650	(53)	38	9.0	646	(70)	40	9.6	650	(68)	43	(53)
12									45	10.2	655	(47)	40	10.0	652	(43)		

Different students in each testing period

**Table 13. Stanford Achievement Test\* and MAP 2000 Baseline Results**  
**Southwest Charter School**  
**(Enrollment 2001 = 475)**

Content Area and Grade Level Tested	Fall 99				Spring 00				Fall 00				Spring 01				MAP 2000	
	NCE	GE	SS	(N)	NCE	GE	SS	(N)	NCE	GE	SS	(N)	NCE	GE	SS	(N)	NCE	(N)
<b>Mathematics</b>																		
6	40	5.9	633	(76)	48	7.2	655	(69)	35	5.1	624	(126)	38	5.6	635	(118)	57	(21)
7	38	6.5	647	(55)	44	7.7	663	(51)	37	6.5	645	(121)	42	7.2	658	(117)		
8	54	9.2	685	(23)	63	10.8	706	(20)	36	6.8	654	(111)	41	7.8	665	(98)		
9									35	7.3	660	(76)	45	9.1	680	(57)		
10									31	7.4	664	(15)	37	9.1	681	(14)		
<b>Reading/Communication Arts</b>																		
6	41	5.8	643	(76)	52	7.3	666	(70)	40	5.6	642	(122)	44	6.1	651	(116)	51	(50)
7	44	6.9	662	(55)	49	8.3	678	(50)	42	6.7	658	(116)	45	7.5	670	(114)		
8	55	9.4	695	(23)	64	10.9	718	(20)	40	7.2	667	(109)	46	8.5	683	(100)		
9									41	8.2	678	(75)	42	8.9	685	(56)		
10									35	7.9	675	(15)	49	10.1	706	(14)		
<b>Science</b>																		
6	44	6.0	635	(78)	52	7.4	651	(70)	40	5.4	630	(125)	43	5.9	636	(118)	49	(52)
7	47	7.3	651	(55)	52	8.0	659	(51)	44	6.8	646	(125)	44	6.9	647	(116)		
8	52	9.2	670	(24)	62	10.7	688	(20)	39	7.0	647	(116)	47	8.6	663	(97)		
9									37	7.5	653	(76)	45	9.3	668	(57)		
10									37	8.3	661	(15)	38	8.9	663	(14)		
<b>Social Studies</b>																		
6	45	6.2	615	(78)	49	7.4	629	(71)	38	5.0	603	(123)	42	6.1	615	(119)	61	(21)
7	43	7.0	624	(55)	48	8.1	637	(51)	42	6.8	622	(123)	44	7.5	631	(116)		
8	56	9.8	653	(23)	62	10.7	665	(20)	39	7.2	626	(116)	43	8.0	636	(99)		
9									38	7.9	633	(76)	43	9.0	645	(57)		
10									41	8.9	645	(15)	52	11.0	663	(14)		

Different students in each testing period

**Table 14. Stanford Achievement Test\* and MAP 2000 Baseline Results**  
**Urban Community Leadership Academy**  
**(Enrollment 2001 = 147)**

Content Area and Grade Level Tested	Fall 99				Spring 00				Fall 00				Spring 01				MAP 2000	
	NCE	GE	SS	(N)	NCE	GE	SS	(N)	NCE	GE	SS	(N)	NCE	GE	SS	(N)	NCE	(N)
<b>Mathematics</b>																		
6	22	3.9	601	(32)	28	4.6	618	(35)	30	4.7	614	(32)	30	4.9	621	(37)		
7	19	4.4	613	(46)	30	5.6	638	(48)	24	4.9	622	(43)	30	5.6	638	(37)		
8	27	5.6	637	(33)	38	7.4	660	(24)	28	5.7	638	(48)	31	6.2	647	(42)	35	(23)
<b>Reading/Communication Arts</b>																		
6	23	3.9	612	(32)	27	4.3	620	(37)	30	4.6	624	(34)	30	4.5	626	(38)		
7	24	4.6	624	(41)	27	5.1	635	(47)	27	4.9	631	(42)	32	5.6	646	(37)	30	(44)
8	30	5.9	649	(34)	43	7.9	677	(24)	29	5.7	647	(49)	31	6.1	653	(39)		
<b>Science</b>																		
6	23	3.2	599	(33)	30	4.2	616	(35)	38	5.0	625	(34)	32	4.3	618	(38)		
7	30	4.8	623	(43)	29	4.8	622	(47)	30	4.7	622	(40)	34	5.3	630	(36)	28	(47)
8	28	5.1	628	(34)	37	6.6	645	(24)	30	5.3	631	(54)	30	5.6	635	(42)		
<b>Social Studies</b>																		
6	21	3.1	575	(33)	28	4.2	593	(35)	33	4.5	597	(34)	32	4.6	598	(38)		
7	24	4.3	594	(43)	31	5.5	609	(47)	24	4.3	593	(39)	33	5.8	613	(36)		
8	34	6.4	618	(34)	38	7.2	629	(24)	29	5.5	611	(54)	29	6.1	616	(42)	39	(23)

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Different students in each testing period

**Table 15. Stanford Achievement Test<sup>\*</sup> and MAP 2000 Baseline Results  
Westport Edison Community Middle and Secondary  
(Enrollment 2001 = 764)**

Content Area and Grade Level Tested	Fall 99				Spring 00				Fall 00				Spring 01				MAP 2000	
	NCE	GE	SS	(N)	NCE	GE	SS	(N)	NCE	GE	SS	(N)	NCE	GE	SS	(N)	NCE	(N)
<b>Mathematics</b>																		
6	29	4.5	613	(199)	36	5.4	631	(206)	28	4.4	611	(250)	40	6.0	639	(235)		
7	24	5.0	623	(216)	31	5.9	638	(230)	27	5.3	628	(68)	31	5.9	639	(255)		
8	29	5.8	640	(224)	35	6.8	654	(245)	31	6.0	643	(57)	35	6.9	655	(246)	35	(240)
9									29	6.5	649	(221)						
10									35	7.9	668	(264)					40	(216)
11									36	8.4	672	(198)						
<b>Reading/Communication Arts</b>																		
6	27	4.3	618	(178)	36	5.3	638	(208)	29	4.3	622	(238)	40	5.6	644	(232)		
7	27	4.9	632	(203)	35	6.2	651	(229)	34	5.7	644	(67)	40	6.7	660	(253)	42	(224)
8	30	5.9	649	(227)	35	6.8	663	(248)	29	5.9	648	(57)	36	6.9	664	(248)		
9									35	7.1	666	(220)						
10									33	7.4	671	(225)						
11									35	8.4	682	(190)					41	(133)
<b>Science</b>																		
6	30	4.0	613	(206)	36	4.9	625	(210)	32	4.2	615	(249)	41	5.6	632	(235)		
7	32	5.0	624	(222)	46	7.3	650	(230)	36	5.5	632	(66)	48	7.6	654	(254)	38	(227)
8	31	5.6	633	(231)	37	6.8	646	(249)	32	5.7	635	(58)	38	6.8	646	(248)		
9									31	6.4	642	(228)						
10									34	7.8	655	(240)						
11									36	8.7	663	(183)					34	(199)
<b>Social Studies</b>																		
6	29	4.0	589	(205)	35	5.0	603	(208)	29	4.0	590	(250)	44	6.3	618	(234)		
7	28	4.7	599	(214)	39	6.8	622	(228)	33	5.4	608	(65)	38	6.6	620	(255)		
8	33	6.1	616	(230)	43	8.0	635	(248)	30	5.7	612	(58)	45	8.2	638	(247)		
9									31	6.6	622	(229)						
10									36	8.2	638	(248)						
11									35	8.6	642	(177)						

Different students in each testing period

# **EXECUTIVE SUMMARY**

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## **CHARTER SCHOOL PERFORMANCE STUDY: KANSAS CITY CHARTER SCHOOLS**

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**Prepared for:**

**Missouri Department of Elementary and Secondary Education  
205 Jefferson Street  
Jefferson City, Missouri 65101**

**July 2001**

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**CHARTER SCHOOL PERFORMANCE STUDY:**

**KANSAS CITY CHARTER SCHOOLS**

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**July 2001**

## **EXECUTIVE SUMMARY**

The Missouri charter school legislation contains the requirement for a study of charter schools. Research & Training Associates, Inc. was contracted by the Missouri Department of Elementary and Secondary Education to conduct a six-month study of the Kansas City, Missouri charter schools.

Seventeen charter schools are located within the geographical area encompassing the Kansas City Missouri School District. Fifteen of the charter schools completed their second year of operation during the 2000-01 school year and are included in the legislatively mandated evaluation study of charter schools.

Ten of the charter schools in the study are newly created, four are the expansion or addition of a school by a community-based organization, and one is a pre-existing private school. Ten of the charter schools are sponsored by Central Missouri State University. They include Academie Lafayette, Alta Vista Charter School, Banneker Charter Academy of Technology, Della Lamb Elementary, Don Bosco Education Center, Gordon Parks Elementary, Hogan Preparatory Academy, Scuola Vita Nuova, Southwest Charter School, and Urban Community Leadership Academy. The University of Missouri-Kansas City sponsors Academy of Kansas City, Allen Edison Educational Village, Lee A. Tolbert Community Academy, and Genesis School. The Kansas City Missouri School District (KCMSD) operates Westport Community Middle and Secondary Schools. Six of the schools have an outside organization (referred to as an educational management organization) that operates the school: Charter School Administrative Services operates Academy of Kansas City, Edison Schools operates Allen Edison Educational Village and Westport Community Middle and Secondary School, School Futures Research Foundation operates Alta Vista Charter School and Banneker Charter Academy of Technology, and Beacon Education, Inc. operates Southwest Charter School.

The Executive Summary summarizes findings from the six-month evaluation study and makes recommendations for future evaluation efforts. Findings are from implementation challenges reported by charter school administrators and charter school board members; attitudes about and expectations for charter schools reported by KCMSD administration, KCMSD school board members, members of the business community and other members of the community; perspectives of charter school parents about their child's school; and baseline measures of student achievement.

## **IMPLEMENTATION FINDINGS**

- The overwhelming majority of students entering charter schools were drawn from the KCMSD student population. Some schools additionally recruited students who were not yet of school age in the hopes of retaining these students throughout their elementary career. Comparatively few students were drawn from the private school student population.



- The 15 charter schools in the study served more than 5,000 students during the 2000-01 school year. Thirty-five percent of charter school students attend the Westport Middle and Secondary School operated by the KCMSD. The number of students served by a school ranges from 83 to 1,745 students, with a charter school average of 335 students. About one-fourth of the students attended grades K-3, fewer than 10% attended grades 4-5, about one-third attended grades 6-8, and about one-third attended grades 9-12.
- Similar to some national findings and apropos the Missouri charter school legislation's focus on disadvantaged students, most of the charter schools enrolled students who have demographic characteristics similar to the KCMSD student population in terms of gender, eligibility for free or reduced price lunch, and racial/ethnic identity. Overall, proportionately fewer non-minority students enrolled in charter schools than are enrolled in the district.
- Baseline achievement on the MAP indicates that elementary and high school students entering charter schools demonstrate somewhat lower achievement than do their district peers. These results indicate that early fears that charter schools would drain predominantly higher performing or non-minority students from the district are not substantiated in the aggregate. However, several charter schools serve student populations that match few schools in the district in terms of their lower racial/ethnic minority composition and/or a lower percentage of students eligible for free or reduced price lunch.
- Implementation problems experienced by charter schools were similar to many of those experienced nationally and reported in the national evaluation. Similar to national findings, most Kansas City charter schools reported insufficient start-up funds and many reported inadequate facilities. Kansas City charter schools differed from charter schools nationally in the greater extent to which they reported difficulty with staffing, including meeting teacher certification requirements, teacher burnout, teacher turnover, and problems with the management and administration of charter schools. The late approval of charter schools appears to have had its most detrimental effects on staff hiring. Changes in administrators and teachers occurred for many of the charter schools within the first year of operation.
- For all charter schools, the unexpected legislatively enacted district withholding of almost \$1000 per child proved to be the major problem experienced in the first year of operation. For the district, the approval of as many as 15 charter schools and the loss of several thousand students and the revenue they generate was a major problem.
- Charter school and district relationships in the first year of implementation were problematic according to most charter school respondents. Many charter school respondents indicated they had insufficient knowledge and administrative support to meet the many requirements for their operation as almost a separate school district. District respondents indicated that charter school staff required extensive assistance in the many aspects of school operations and management. A major source of these problems was related to identifying special needs students, obtaining district records, and meeting the

needs of these students. Charter school respondents indicated that relationships had improved in the second year of operations.

- One of the theoretical bases on which charter schools are defined in the research literature is their autonomy from the local district and its bureaucratic obstacles to effective instruction. The issue of autonomy has complicated results for charter schools. On the one hand, principals report that one of the best aspects of administration in charter schools is the ability to avoid lengthy bureaucratic procurement procedures and to independently contract for repairs, goods and services. On the other hand, the lack of bureaucracy supporting the many functions required of public schools—particularly public schools operating independently of a district’s bureaucracy—presents a management obstacle as well. The issue of autonomy from bureaucracy versus support from the bureaucracy is an important issue in Kansas City given the legislatively enacted district student withholding amount. Many charter school respondents expressed the opinion that it was not clear what services the district was providing in terms of support. Some district respondents indicated that they are unclear about how the autonomy from, versus support from, the district bureaucracy might be operationalized.
- Not all students who initially enrolled in charter schools remain throughout the year. About 60% of charter school principals indicate that some students transferred back to the KCMSD from their charter schools. Principals report an average of 19 students transfer back to the KCMSD, ranging from 3 to 58 students among charter schools. One charter school lost 20 students because transportation was not provided in the first year of operation. In another school, more than 50 students re-entered the KCMSD because the charter school did not serve the next grade level. Several principals report that some of the students were dismissed due to behavior problems. One school lost a few students because foster parent placement changed.
- Obtaining information from parents of charter school students proved difficult within a six-month period of time. Some schools had already conducted parent surveys; others were attempting to develop a survey that combined the items required for evaluation purposes with items that provided data needed by the school to improve services. Among the five schools that surveyed parents within the six-month study period, parents reported to be well satisfied with many aspects of their charter school.
- Community member interviewees agree that an improved public education system that delivers a quality education to all children is needed. In general, community members believe that not enough evidence has been gathered thus far to decide whether charter schools have a viable role that warrants adding more charter schools. About 50% of community interviewees are undecided whether there should be more charter schools, and more than 35% believe that additional charter schools should not be approved at this time.
- Discussions with charter school administrators indicated unanimous support for the belief that they can ameliorate the prior effects of economic and educational disadvantage on students through a selected instructional model or selected teacher qualities. Additionally, charter schools that are embedded in community-based services believe they

can achieve educational success by meeting the comprehensive needs of students and their families.

## **BASELINE STUDENT ACHIEVEMENT**

- Analysis of baseline MAP achievement data indicated that in most content areas and grade levels, charter school students in the aggregate are lower achieving than their peers in the district. However, no consistent pattern of meaningful differences in the baseline MAP achievement of minority students in KCMSD and charter schools exists. Both KCMSD and charter school students scored significantly and meaningfully below state averages.
- Detailed analysis of baseline MAP data at the individual charter school level revealed that a great deal of variation occurs among and between charter schools. Across all MAP subjects and all grades, Academie Lafayette students score similarly to or above the state average.<sup>1</sup> Southwest Charter Middle School students score above the state average in 8<sup>th</sup> grade social studies and similarly to the state average in 8<sup>th</sup> grade mathematics. They score above the KCMSD average in 7<sup>th</sup> grade communications arts and 7<sup>th</sup> grade science. The only other charter schools that score above the KCMSD average are Scuola Vita Nuova in 3<sup>rd</sup> grade communications arts and Westport Community Middle School in 7<sup>th</sup> grade science.

In communications arts, Allen Edison Educational Village, Westport Community Middle School, and Hogan Preparatory Academy score similarly to the KCMSD students in their respective grade levels. In mathematics, Academy of Kansas City scores similarly to the KCMSD average for 4<sup>th</sup> grade mathematics, but below the KCMSD average for 8<sup>th</sup> grade mathematics. Charter schools scoring similarly to the KCMSD average include Allen Edison Educational Village, Hogan Preparatory Academy, and Westport Community Middle School.

In science, Allen Edison Educational Village and Hogan Preparatory School score similarly to the KCMSD average in their respective grades tested. In social studies, Allen Edison Educational Village, Academy of Kansas City, Westport Community Middle School, and Hogan Preparatory Academy score similarly to the KCMSD average in their respective grades tested.

In all subjects tested for all grades tested, charter schools scoring below the KCMSD average on baseline MAP testing include Banneker Charter Academy, Della Lamb Elementary, Lee A. Tolbert Academy, Genesis School, Urban Community Leadership Academy, Alta Vista Charter School, Don Bosco Center, and Westport Community High School.

- Legislative direction for the evaluation of charter schools included a request for “comparable schools” comparisons. The groupings that emerged were based on the

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<sup>1</sup> Academie Lafayette has a similar percentage of minority students (about two-thirds) but a lower percentage of students who are eligible for free or reduced price lunch (40%) than the typical district school.

characteristics of students within charter schools, which were then matched as closely as possible to district schools. Similar grade level was a major source of grouping, followed by the percentage of poverty students attending a school and the percentage of students who are members of racial/ethnic minority groups. The following baseline comparison groups emerged from this analysis: (1) elementary schools with high percentages of poverty students, (2) elementary schools with high poverty and racially-mixed student populations, (3) elementary schools with balanced poverty and high-minority student populations, (4) foreign language schools, (5) middle schools, (6) regular high schools, (6) college preparatory schools, and (7) alternative schools.

Students in KCMSD high poverty/high minority schools in 3<sup>rd</sup> grade scored meaningfully higher in all subject areas than 3<sup>rd</sup> grade students in each of the four high poverty/high minority charter schools. Third grade students in the charter school foreign language school scored similarly to students at one of KCMSD's foreign language comparison schools and higher than the other in communications arts. In 8<sup>th</sup> grade mathematics, one charter middle school scored meaningfully above its most comparable KCMSD school and above all other middle schools. The other two charter middle schools are similar to other KCMSD middle schools, with more than 85% of the students scoring in the lowest two levels in 8<sup>th</sup> grade mathematics. Although similar in the percentage of poverty and minority student populations, the baseline student performance on communication arts differed dramatically for the charter college preparatory school and the KCMSD preparatory school. Three-fourths of the students at the charter school scored at the lowest two levels, compared to 5% at the KCMSD college preparatory school. In math, almost all of the charter school college preparatory school students scored at the lowest two levels at baseline, compared to 34% at the KCMSD college preparatory school. All alternative schools experienced difficulty in testing students; the result is that the numbers are too low for meaningful comparisons.

- Fall-spring results on the Stanford 9 Achievement Test were examined for each charter school and each school year by grade level configurations 1-6 and 7-12 for the four content areas tested. Each fall-spring comparison was tallied as representing a positive gain in achievement relative to the growth rate of the national norming group, growth in achievement at the same rate of the national norming group, and a negative gain in achievement relative to the growth rate of the national norming group.

At least 70% of the 155 combinations of fall-spring results for charter school students in grades 1-6 in reading, mathematics, science, and social studies resulted in positive gains in achievement—indicating student achievement at a higher rate than the national norming group. About 20% of comparisons generated negative achievement gains, indicating student achievement at a lower rate than the national norming group. About 10% of comparisons generated zero gains, indicating growth at the rate of the national norming group. Results are almost identical for grades 7-12.

- Matched student analysis on SAT 9 Reading Achievement and SAT 9 Mathematics Achievement was conducted for each charter school for each possible combination of testing cycles: (1) fall 1999 and spring 2000, (2) fall 1999 and fall 2000, (3) fall 2000 and

spring 2001, and (4) spring 2000 and spring 2001. All students in a school who were tested at both time frames for each possible combination were included in the analysis. Matched data for elementary charter schools is not yet widely available and no generalizable results are yet evident. Thus, matched analysis for elementary schools is provided on an individual school basis.

- Elementary students at Academie Lafayette score above the national average on standardized tests of reading and mathematics achievement; students grow at about the same rate as their national peers based on an annual testing cycle and grow at a slightly higher rate than their national peers based on a fall-spring testing cycle.
- On average, Banneker Charter Academy students score at the 31<sup>st</sup> NCE (the 19<sup>th</sup> percentile) in both reading and mathematics and, based on a fall-spring testing cycle, grow at a rate slightly above their national peers.
- Different test results for Della Lamb Elementary students were obtained depending on which testing cycle is examined. The fall-spring pretest score indicated that Della Lamb students are near the national average in reading and mathematics; the spring-spring pretest scores indicate that they score well below average at the 33<sup>rd</sup> NCE (the 21<sup>st</sup> percentile) in reading and the 29<sup>th</sup> NCE (the 16<sup>th</sup> percentile) in mathematics. Fall-spring results indicate an average growth rate somewhat below their national peers. The annual results indicate a growth rate considerably above their national peers.
- Students at Lee A. Tolbert Community Academy score on average at the 35<sup>th</sup> NCE (the 24<sup>th</sup> percentile) in reading and at the 31<sup>st</sup> NCE (the 19<sup>th</sup> percentile) in mathematics. Students grow at a higher rate than their national peers based on a fall-spring testing cycle.
- Students at Scuola Vita Nuova generally grow at the rate of their national peers in reading, although fluctuations occur that are slightly above or slightly below that rate depending on the testing cycle. In mathematics, students at Scuola Vita Nuova generally grow at a rate that exceeds their national peers.
- The frequency and consistency of testing at both fall and spring norming periods for both school years for middle, high school, and alternative charter schools leads to more generalized findings. Students who entered middle school, high school, and alternative charter schools in the fall of 1999 varied greatly in their average reading and mathematics achievement levels. The lowest performing students on average entered the Urban Community Leadership Academy, with an average reading achievement NCE of 27 (the 14<sup>th</sup> percentile), and Westport Edison Community Middle School, with an average reading achievement NCE of 29 (the 16<sup>th</sup> percentile). Students at Don Bosco Education Center entered at an average mathematics achievement NCE of 23 (the 10<sup>th</sup> percentile). The highest performing students entered Southwest Charter School at a reading achievement NCE of 46 (the 43<sup>rd</sup> percentile) and Hogan Preparatory Academy at a reading achievement NCE of 40 (the 33<sup>rd</sup> percentile).

- For all charter schools serving middle, high, and alternative school student populations in the 1999-00 school year, student reading achievement grew at a rate that matched or exceeded their national peers for both fall-spring results and fall-fall results. Reading achievement test results for the 2000-01 school year yielded more mixed results, with some schools demonstrating rates of growth below their national peers. Mathematics results demonstrated mixed results for different testing cycles and different schools.

## **RECOMMENDATIONS FOR FUTURE EVALUATION EFFORTS**

- Future evaluation efforts would benefit from a closer working relationship with ongoing evaluation efforts in the KCMSD to identify successes experienced within the district as well as those experienced by charter schools. Knowledgeable KCMSD evaluators could better inform the “comparable schools” comparisons, particularly in terms of similarity of instructional approaches and structural characteristics.
- The aggregation of results for all charter schools and all district schools should be cautiously interpreted. The methodological tendency to base evaluations on these aggregate comparisons is based on the faulty assumption that districts are uniform with respect to ineffective bureaucracy and poor quality of instruction across all schools. A more precise definition of what constitutes the instructional “treatment” for charter schools would improve the quality of evaluations and allow for higher quality “comparable schools” comparisons. For example, some KCMSD schools and some charter schools implement the Success for All model, some in both contexts implement an intensive phonics-based direct instruction model, and some in both contexts implement an intensive Balanced Literacy model. Future evaluations should include measures of the important features of instruction.
- Baseline structural analyses would benefit from some measure of prior achievement. This data is unavailable at the present time, but alternatives for obtaining such a measure should be pursued. This data would aid in the interpretation of whether, in addition to attracting more minority students in middle and secondary grades, charter schools also attract lower-performing students, and to what extent the differences between the MAP performance of KCMSD and charter school students is due to effects of initial student achievement level. Over time, the quality of charter school evaluation measures also could be improved if other theoretically important variables (such as student attendance, quality of teaching and learning, parent involvement, and home literacy activity) can be included in the model.
- The study of charter school performance would benefit from a discussion about what information the SAT 9 can reasonably provide in terms of improving instruction and evaluating student performance. The possible effects of over-testing for students who are given the complete SAT 9 battery in the fall, in the spring, and then who additionally participate in multiple days of MAP testing is an issue that requires further discussion.
- Testing in the first year of charter school implementation did not always yield a representative sample of students; additionally, student turnover after the first year in

several schools diminished the representativeness of data from the first year. As the representativeness of data improves and the numbers of students tested over time increases, matched student analysis by grade level should be conducted.

- Both the KCMSD and charter schools have a financially based need to know who is attracting and who is losing students. However, annual cross-sectional analysis and comparison of this data is not very reliable among student populations with histories of frequent entry and exit from schools. The need exists districtwide to know how many students and why students are entering and exiting district and charter schools within and across school years, and whether this mobility results in the failure of students to adequately attend any school for a sufficient length of time to acquire age- and grade-appropriate skill levels. The need to limit the number of transitions students make within the school year and throughout the grade levels has been cited as a critical factor by both early childhood educators and adolescent development experts. Retaining students across multiple grade levels is a key element of several charter schools.